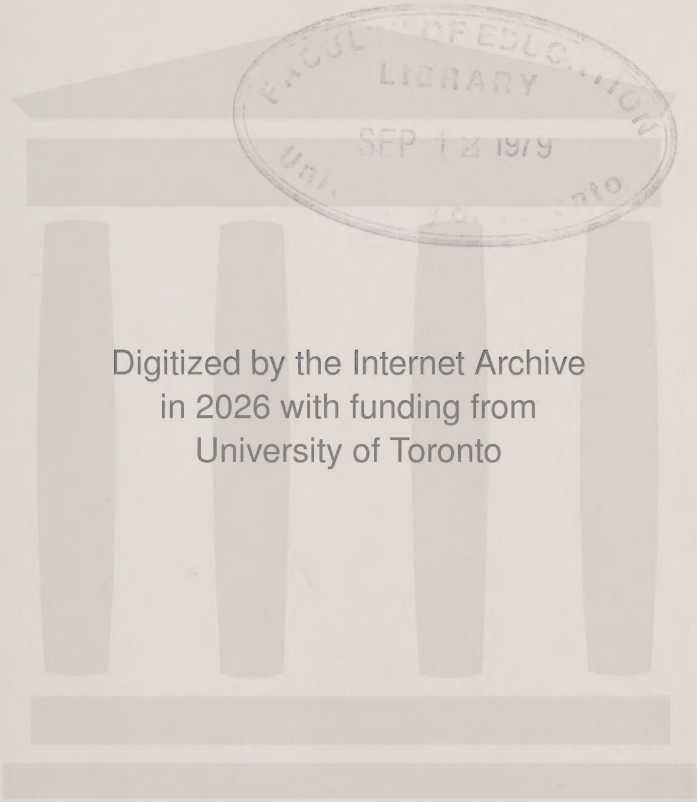
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Faculty of Education University of Toronto Calendar 1975-76

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Calendar 1975–76

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

The Council of the Faculty reserves the right to withdraw any co
or program listed in this calendar, or to limit the enrolment.

In view of increasing costs of supplies and labour, fees and o
charges set forth in this calendar are subject to change by the Gov
ing Council.

Table of Contents

4 Academic Calendar

6 Historical Note

8 Officers, University of Toronto

10 Administrative Staff, Faculty of Education

11 Academic Staff, Faculty of Education

17 Staff of the Institute of Child Study

18 Teaching Staff, University of Toronto Schools

20 General Information

25 Fees and Student Assistance

29 One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate, Type B

36 Elementary Education

37 One-Year Program for the High School Assistant's Certificate, Type A

39 Details of Courses and Requirements for Additional Certificates

64 Bachelor of Education Degree Program conducted by Woodsworth College

66 One-Year Programs for Vocational, Occupational, and Industrial Arts Certificates, and in certain cases for the Bachelor of Education Degree

81 Student Awards

84 Institute of Child Study

94 Summer Sessions, 1975

108 Index

Academic Calendar, 1975–1976

Fall Term, 1975

September 9 to 12	Registration Week
September 10, 11	Registration, Institute of Child Study
September 16	Classes begin
October 13	Thanksgiving Day
December 19	Classes end
December 31	Last date for accepting applications for supplemental teaching an practical tests

Spring Term, 1976

January 2	Last date for receiving the second instalment of fees
January 5	Classes resume
March (dates to be announced)	Reading Week
April 7	Spring Program, Vocational and Occupational, begins
April 9	Classes end, Institute of Child Study
April 16	Good Friday
April 23	Classes end
May 1	Institute of Child Study course work must be completed; supervise field practice may be arranged or required during May
May 3 to 7	Final examinations
May 12	Spring Program, Intermediate Industrial Arts, begins
June 19	Last date for accepting applications for August supplemental writte examinations

Academic Calendar, Summer Session, 1975

) to August 1	Business Education: Intermediate Accountancy, Data Processing, Marketing, and Secretarial, Parts I, II, and Specialist
) to August 1	Counsellor Education: Parts I, II, III, IV
) to August 8	Dramatic Arts: Parts I, II, and Specialist
) to August 8	High School Assistants' Summer Program for Teachers with Professional Education
) to August 8	High School Assistants' Type A Seminars
) to August 8	Home Economics Intermediate Course for qualified Elementary School Teachers
to August 15	Industrial Arts: Elementary, Parts I and II
) to August 1	Industrial Arts: Specialist, Parts I, II, and III
) to August 8	Occupational, Type B (Practical Subjects), Trades Program: Parts I and II
) to August 1	Occupational, Type A (Practical Subjects): Parts I and II
30 to July 25	Outdoor Education
) to August 8	Physical and Health Education (Women): Intermediate Parts I, II, and Specialist
) to August 8	Physical and Health Education (Men): Intermediate Parts I, II, and Specialist
) to August 1	Physical and Health Education for Elementary School Teachers: Elementary, Intermediate Parts I, II, and Supervisor's
) to August 8	School Librarianship: Intermediate Parts I and II
to August 15	Vocational, Type B, for candidates with approved professional training
) to August 1	Vocational, Type A: Parts I and II
) to August 1	Vocational, Type A: Special one-summer program for holders of Applied Science degrees
) to August 1	Supplementary Vocational School Teachers' Program

Historical Note

When secondary education in Upper Canada was officially introduce in 1807, qualifications for teachers were ill-defined and professiona training was non-existent. Nevertheless, a surprising number of 'edu cated gentlemen' found their way into the classrooms of the Distric Grammar Schools. Unfortunately, the supply of these superior peda gogues failed to keep pace with the growth of the population and th subsequent increase in schools. But in spite of the difficulties en countered, no serious attempt to provide teacher training was mad for more than half a century.

Beginning in 1858, several experiments involving model schools an training institutes were conducted with the aim of improving th academic and professional qualifications of teachers. None of thes endeavours met with any widespread satisfaction, and in 1890 a such operations were supplanted by a provincial School of Pedagog in Toronto. Seven years later this institution was moved to Hamilto and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified dra tically when Faculties of Education were organized at the Universit of Toronto and at Queen's University. In Toronto, the Faculty offere professional secondary school courses in Pedagogy. In order to im prove the practical and experimental aspects of its program, th Faculty established, in 1910, the University of Toronto Schools, serve as a practice school.

This pattern of teacher training continued until after the close World War I. In 1920, it came to an abrupt end when the Faculty Education at Queen's was discontinued and the Faculty at Toron was designated as the Ontario College of Education, University Toronto.

In the following years the College expanded its program, service and facilities, and added a number of important departments: th Guidance Centre in 1943 and the Vocational and Industrial Ar Department in 1946.

During a period of forty-five years the Ontario College of Educati

was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, The University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the Departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

Officers of the University 1974–75

Chancellor	Eva W. Mader Macdonald (Mrs.), M.D., C.M., D.P.H.
President	J. R. Evans, M.D., D.PHIL., F.R.C.P.(C), LL.D., D.SC.
Assistant to the President	N. S. C. Dickinson, C.D., B.A.
Chairman of the Governing Council	C. Malim Harding, O.B.E., B.A.
Vice-President and Provost	D. F. Forster, B.A., A.M.
Vice-Provost	J. D. Hamilton, M.D., F.R.C.P.(C), D.SC.
Vice-Provost	M. Israel, B.S., M.A., PH.D.
Vice-Provost	P. P. M. Meincke, B.SC., M.A., PH.D.
Vice-Provost	R. Ross, M.B.E., M.A.
Vice-President, Research and Planning	G. E. Connell, B.A., PH.D.
Vice-President, Business Affairs	A. G. Rankin, B.COM., F.C.A.
Vice-President, Internal Affairs	F. Iacobucci, B.COM., LL.B., DIP.INT.LAW
Vice-President, External Affairs	N. G. James
Chief Librarian	R. Blackburn, M.A., B.L.S., M.S., LL.D.
Secretary of the Governing Council	D. S. Claringbold
Director of Admissions	W. Kent, B.A., M.A.
Director of Student Awards	P. S. Phillips, B.A., C.A.
Director of Statistics and Records	J. M. Tusiewicz, B.SC.(ENG.), M.A.SC., M.B.A.
Warden of Hart House	J. G. Lengellé, M.A., PH.D.

nator Campus Services	H. L. Reimer (Miss), B.A., B.PAED.
Director of the Advisory Bureau	D. J. McCulloch, B.A., M.D., D.PSYCH., F.R.C.P.(C
Director of Athletics and Recreation (Men)	A. D. White, B.A., M.ED.
irector of Athletics and ul Education (Women)	A. Hewett (Miss), B.ED.(P.E.)
of Career Counselling and Placement Centre	R. Frankle (Ms.), B.A.
Director of iiversity Health Service	G. E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P.
ctor of Housing Service	S. Mason (Miss), B.A.
Director of national Student Centre	E. A. McKee, M.A.

Faculty of Education Administrative Staff 1974–75

Dean (Appointed January 1, 1975)	J. C. Ricker, M.A.
Dean (Retired December 31, 1974)	H. O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
Associate Dean (Appointed January 1, 1975)	W. G. London, B.A., ED.M.
Registrar	J. S. Carlisle, B.A., B.PAED.
Admissions and Universities Liaison Officer	G. A. Whyte, B.A., B.J.
Administrative Assistant to the Dean	G. Mitchell, B.A.

Staff, Bachelor of Education Degree Program 1974–75

Art Education

Emeritus P. H. Taçon, B.PAED., M.A.
Professor J. A. M. Emerson, M.A.
Professor M. J. McCarthy, M.A., PH.D.

Business Education

Professor G. A. Reid, B.COM., B.ED., M.A., F.C.C.T.
Professor J. H. Dool, B.A.
Professor R. B. Wilson, B.COM.
Professor B. E. Conchie, B.A.

Computer Studies

Professor L. J. La Fave, B.ED., M.B.A.
Professor D. W. Garth, B.COM.
Professor G. D. Milbrandt, B.S.ED., M.ED.

Counsellor Education

Professor C. L. Bedal, B.A., M.ED.
Professor B. R. Eardley, B.S., M.ED.
Professor P. A. Manuel, B.A., M.ED.

Dramatic Arts

Professor D. W. Booth, B.A.
Professor C. J. Lundy, B.A.
Lecturer J. M. Saxton, B.A.

Educational Media

Professor D. A. Clee, B.A., M.SC., F.R.G.S.

Co-ordinator of Educational Theory Departments

Professor J. W. Greig, B.A., M.ED., ED.D.

Educational Administration

Professor V. K. Gilbert, B.SC., M.ED.
Professor D. F. Dadson, B.A., B.ED.
Professor R. A. Martin, B.A.SC., M.ED., PH.D.
Professor A. T. Sheehan, B.A., M.ED., PH.D.
Professor B. C. Stewart, B.A., M.ED.
Lecturer G. L. Rowley, B.SC., B.ED., M.A.
Lecturer J. D. Wood, M.A., A.R.C.T.

Educational Psychology

Associate Professor	R. W. Dent, M.A., PH.D.
Associate Professor	C. C. Brodeur, M.A., M.A.(PHIL.), PH.D.
Associate Professor	S. L. Kong, B.A., M.ED., PH.D.
Associate Professor	W. V. Trott, M.A.
Assistant Professor	A. B. Durell, M.A., PH.D.
Assistant Professor	D. S. J. Shackel, M.A., PH.D.
Assistant Professor	C. Tan-Willman, B.S.E., M.A., PH.D.
Assistant Professor	B. K. Wasilewski, C.D., M.A., PH.D.
Assistant Professor	A. J. Zimmerman, B.A., M.ED.

History, Philosophy and Sociology of Education

Professor Emeritus	J. M. Paton, M.A., D.PAED., F.C.C.T.
Professor Emeritus	A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Associate Professor	G. W. Bancroft, B.A., M.ED., PH.D.
Professor	G. H. Boyes, M.A.
Associate Professor	L. J. Stott, B.ED., PH.D.
Assistant Professor	D. B. Brady, M.A., M.ED.
Assistant Professor	T. W. Goodenough, M.A.
Lecturer	K. A. McLeod, B.A., M.ED.
Lecturer	S. T. Rusak, B.A., M.ED.

Elementary Education

Professor Emeritus	G. E. Tait, B.A., B.PAED., ED.D.
Assistant Professor	G. W. Hunt, B.A.

English

Professor	R. J. McMaster, B.A., B.ED.
Professor	J. W. MacDonald, M.A., ED.D.
Professor	J. H. Stevens, M.A.
Associate Professor	J. Aitken, M.A.
Associate Professor	A. C. Coman, M.A.(EDIN.), M.A.
Associate Professor	J. Laird, B.A.
Associate Professor	R. T. Shephard, B.A.
Associate Professor	K. J. Weber, B.A.
Assistant Professor	A. A. Bowers, B.A., M.ED.

Geography

Associate Professor	W. E. Sager, C.D., B.A., F.A.G.S.
Associate Professor	A. Balins, M.A.
Associate Professor	U. Elliott, M.A., B.ED.

History, Economics, Political Science, Psychology and Sociology

Associate Professor	J. E. Cruickshank, M.A.
Associate Professor	R. W. P. Bowles, B.A.
Associate Professor	G. Smith, M.A.
Associate Professor	J. D. Thexton, M.A.
Assistant Professor	L. R. Hill, M.A.

t Professor G. Regan, M.A., PH.D.
t Professor S. A. Rosenberg, M.A.

Home Economics

Professor H. Finnegan, B.A., M.S.
e Professor A. M. Warner, B.A., M.S.
t Professor H. A. Yeager, B.H.SC., M.ED.
Lecturer P. J. Meiklejohn, M.S.

Mathematics

or Emeritus W. B. MacLean, M.A.
Professor D. L. Mumford, B.A.
Professor W. W. Sawyer, M.A. (cross-appointment, Faculty of Arts & Science)
e Professor D. W. Alexander, B.A., B.ED., M.SC.
e Professor F. Ebos, M.SC.
e Professor H. L. Ridge, B.SC., M.A.
t Professor D. L. Fraser, B.SC., B.ED., M.A.
t Professor S. K. Harburn, B.SC.

Modern and Classical Languages

Professor R. J. Jones, B.A., MUS.BAC., A.R.C.T.
e Professor G. A. Kirk, M.A., DIP.D'E.
e Professor R. R. A. Roy, B.PHIL., M.A.
e Professor C. R. Theodore, M.A.
t Professor H. Hainsworth, M.A.
t Professor E. F. James, M.A., D. DE 111ÈME CYCLE

Music

te Professor N. Kuzmich, MUS.BAC., M.A.

Physical and Health Education (Men)

Professor J. R. Life, B.P.H.E., M.ED.
te Professor D. F. Fawcett, B.P.H.E., M.A.
te Professor R. C. Goode, B.P.H.E., M.A., D.PHIL.
nt Professor P. B. Robertson, B.P.H.E., B.A., M.ED.

Physical and Health Education (Women)

Professor J. M. Stirling, B.A., DIP.P.H.E.
nt Professor F. M. Collard, B.P.H.E., B.A., M.SC.
nt Professor M. A. Millar, B.A., B.P.E.

Practice Teaching

Professor J. W. Dodd, B.A.
te Professor R. P. Baine, M.A.
te Professor R. Cairns, B.A.

School Librarianship

Professor M. B. Scott, B.A., B.L.S.
nt Professor R. J. Smith, B.A., B.L.S.

Science

Professor	R. G. Casson, B.SC.
Associate Professor	W. A. Andrews, M.SC., B.ED.
Associate Professor	H. M. Lang, B.A.
Assistant Professor	D. I. Galbraith, B.SC.
Assistant Professor	T. J. E. Wolfe, B.S.A.
Lecturer	J. F. Eix, B.SC.

Speech Consultant

Lecturer	E. Crampton

Staff, Technical and Industrial Arts Department 1974–75

Professor	T. H. G. Luther, B.ED., M.A.
Professor	E. P. Emerson, B.A., M.ED.
Professor	D. J. Long, B.A., B.ED.
Professor	W. S. Sloan, B.A., A.O.C.A.
Professor	R. Sramek, B.A., M.A.E.
Professor	C. H. Wall, B.ED., M.A.
Professor	W. J. Watson, B.A., B.ED., M.SC.
Professor	R. W. Wilson, B.SC., M.SC., M.I.E.E.
Professor	R. G. Burfield, B.A., B.ED.
Professor	A. Gaydos, B.A., M.ED.
Professor	I. T. Malloch, B.A., M.SC.
Professor	H. J. Taylor, B.A., B.ED.
Lecturer	P. J. Briggs
Lecturer	J. G. A. Jameson
Technical Proficiency Evaluation	E. Gascoigne, P.ENG.

Guidance Centre

Director	C. L. Bedal, B.A., M.ED.
Manager	S. J. Totton, B.A.

Library

Chief Librarian	M. C. Shortt, B.A., M.L.S.
Librarian	J. M. Clement, B.A., M.L.S.
Librarian	D. C. George, B.A., B.L.S.
Librarian	J. M. Wentworth, B.A., M.L.S.
Librarian	N. D. Young, B.A., B.L.S.

Staff, Institute of Child Study 1974–75

Director	M. F. Grapko, M.A., PH.D.
Professor	A. J. Biemiller, M.S., PH.D.
Principal ry School	J. Fair, B.A., B.P.E., M.ED., PH.D.
Professor art-time)	B. Flint, DIP.C.S., M.A.
Professor	D. Frumhartz, M.A., PH.D.
Professor	J. P. Klein, M.A., PH.D.
Professor	R. Pike, B.S.W., M.A., PH.D.
Professor	A. Schermann, M.SC.
Professor	R. J. Volpe, M.A., PH.D.
Lecturer	F. Biemiller, DIP.C.S., M.S.
Lecturer	J. Hardacre, DIP.C.S., M.ED.
Lecturer	M. A. Penner, B.A., DIP.C.S.
Professor art-time)	D. M. Graham, M.A., PH.D.
Lecturer art-time)	R. G. N. Laidlaw, M.A., PH.D.
Lecturer art-time)	P. Karal, M.A.

Staff, University of Toronto Schools 1974–75

Principal H. D. Gutteridge, M.A.

Assistant Principal N. D. Fox, B.COM.

J. F. Becroft, B.SC., M.A.
T. J. Boucher, B.A., M.S.L.S.
D. F. Boutros, B.A.
S. H. Bull, M.A.
D. T. Dingle, B.A., B.D.
L. S. Duckworth, B.A., B.ED.
J. A. Fautley, B.A., B.ED.
G. A. Fleming, B.A., M.ED.
P. F. L. Gallant, M.A.
M. P. Gendron, M.A.
P. A. Grudzien, B.A., B.ED.
F. W. Ignatz, B.A.
R. Lawson, B.A., B.ED.
B. LeGresley, B.A., M.ED.
N. E. Maier, M.A.
H. C. Maynard, M.A.
N. T. McLean, B.A.
W. R. H. Montgomery, M.A., PH.D.
R. J. Moorfield, M.A.
C. W. M. Pace, B.A., B.S.W.
K. E. Prentice, M.A.
W. M. Simons, B.P.H.E., M.ED.
F. M. Speed, B.SC., B.SC.S., M.ED.
W. A. Stickland, B.A.
J. Stulac, B.P.H.E., B.A.
A. M. Thomas, B.SC., M.ED.
J. A. Vanstone, B.A.

General Information

1. Function of the Faculty of Education

The basic function of the Faculty of Education is the training teachers for professional service in elementary and secondary schoo especially in the schools of Ontario. Programs of the Faculty lead *basic certificates* required for teaching in Ontario secondary, e mentary and vocational schools, and a number of courses lead *additional certificates* in areas of subject specialization. Teachi certificates are issued by the Ontario Ministry of Education on t recommendation of the Council of the Faculty.

2. Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educatio media centre with a television studio and mobile television u language laboratories, a theatre studio, a computer centre and a t ing laboratory.

3. Faculty Library

Students will find in the Library a major collection of books a periodicals on all aspects of secondary and elementary education, well as small working collections on the various subjects taught Ontario schools. In addition to its loan facilities, the Library provi a reference service to assist students in locating material on edu tional psychology, school administration, and methods of teachi specific subjects.

The Library's selected collection of mounted pictures, filmstri pamphlets, slides, recordings and document kits is available to students for use both in demonstration lessons at the Faculty and their practice teaching assignments at outside schools. Facilities previewing audiovisual aids are provided in the Library.

4. Health Centre

The Faculty's Health Centre, in charge of a registered nurse, of to students first aid, counselling on health problems, and referral doctor, dentist or hospital, as appropriate. The Centre is open M day to Friday, throughout the session.

5. Speech Service

A speech consultant offers weekly classes in developing project and variety of the voice. Students unable to attend these cla because of timetable conflicts may arrange for individual consu tions.

e Student ments of e Faculty

The H.S.A. Student Assembly is concerned with all matters pertaining to students of the Faculty. It maintains a year-round office at 703 Spadina Avenue, to provide continuity of organization in student affairs.

The Technical and Industrial Arts Student Council organizes extra-curricular activities for its students, and acts on their behalf in any matter that may arise relating to the Technical and Industrial Arts program.

The Institute of Child Study has a five-member Student Council, whose purposes include providing students with an opportunity to express their ideas, giving them a voice in the decision-making bodies at the Institute, and maintaining channels of communication between students and staff.

Through their governments, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University

versity of Schools

The University of Toronto Schools, established in 1910 as a division of the Faculty of Education, is a day school for students from grade 7 to year 4. The normal enrolment is 420 students, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration and experiment.

Guidance Centre

The Guidance Centre produces and distributes standardized tests and other educational materials for teachers and guidance counsellors. It is located at 1000 Yonge Street, Toronto M4W 2K8 (928-3210).

Language egulations

Facility in English. An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

Academic Records, minations, Rights of Students

Examinations

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Checking of marks

The Faculty policy is *not* to re-read or re-evaluate any examination paper or essay after results have been issued. Papers are re-read in each examination in which a mark of less than 50 per cent has been

assigned. Papers in which at least 50 per cent has been obtained w
not be re-read.
All results are carefully reviewed before being released. However, t
clerical work involved in the department and in the Registrar's Offi
will be checked if a petition is submitted through the Registra
Office, with a fee of $5 per course. The fee will be refunded if a
error is found.

Attendance

Students proceeding to a degree, diploma or certificate are require
to attend the courses of instruction and the examinations in all sub
jects prescribed. A student whose attendance at lectures, laboratori
or practice teaching is deemed by the Council of the Faculty to b
unsatisfactory, may have his registration cancelled at any time by th
Council.

Results withheld

Students who have not paid their fees or residence dues in full or wh
have outstanding library dues or bookstore accounts by the end o
the session will not be permitted further registration in the Universit
will not have transcripts issued on their behalf, and will not receiv
their diplomas or recommendations for the High School Assistant
certificate until payment is made.

Transcripts

Transcripts of academic record are furnished by the Faculty Regis
trar's Office on payment of $1 each. For each additional copy ordere
at the same time, the fee is 50¢.

Academic rights of students

An appeal to the Council of the Faculty shall be permitted again
failure or a Faculty ruling regarding procedure for fulfilling th
requirements of the Bachelor of Education degree or a Ministry o
Education certificate. An appeal may be based on academic or com
passionate grounds.
Procedure: A student is required to submit, before the end of th
calendar year, a written appeal to the Council of the Faculty o
Education.
A student wishing to appeal a decision of the Council of the Facult
should direct the inquiry to the Secretary, Sub-Committee on Ac
demic Appeals, Office of the Governing Council.

11. Certification

Inquiries regarding Ministry of Education regulations should b
directed to the Teacher Education and Certification Branch, Mini
try of Education, Mowat Block, Queen's Park, Toronto, M7A 1L

The High School Assistant's Certificate, Type B, awarded by th
Ontario Ministry of Education, qualifies the holder to teach academ

subjects in the intermediate and senior divisions of Ontario schools. This is the basic certificate. When issued, it is interim (valid for five years), but it may become a Permanent High School Assistant's Certificate when the holder has completed two years' successful teaching experience in Ontario in the intermediate or senior divisions. No candidate will be awarded a Type A Certificate or additional certificates or credits before being awarded the High School Assistant's Certificate, Type B.

All certificates referred to in this calendar are interim, not permanent, when issued.

niversity iscipline

(a) *Academic.* The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offenses include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

(b) *Discipline in non-academic matters.* The Councils of University College, Scarborough, Erindale, New and Innis Colleges, the governing bodies of the Federated Universities and Affiliated Colleges, and the Councils of the Faculties, Schools and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council.

A committee of the Governing Council is presently examining the whole question of non-academic discipline at the University of Toronto, and it may be that a new or significantly amended set of disciplinary structures and principles will be introduced in the session 1975–76. Enquiries should be directed to the College Registrar/

Secretary of the Faculty/School or to the Office of the Vice-President – Internal Affairs, Simcoe Hall.

13. Campus Organizations

Responsibility for recognition of organizations where the membership is drawn from a single College, Faculty or School rests with the Council of that division. Where campus-wide organizations (or organizations drawing members from more than one division or constituency of the University) are concerned, responsibility is vested in the Internal Affairs Committee of the Governing Council.

Eligibility for recognition is assessed annually. The constitutions of every society or association, and all subsequent amendments to such constitutions, shall be submitted to the appropriate administrative officer for perusal. The objectives and activities of groups seeking recognition should be seen as attempting to contribute to the educational, recreational, social or cultural values of the University. Membership in groups should be open to all members of the University community without restriction on the grounds of national origin, race, religion, colour, or sex. Status as non-voting members may be extended to interested persons from outside the University.

14. University Facilities

Students registered for courses in the Faculty of Education may use the University's athletic facilities, and Hart House, under such conditions as obtain with other students. They will also be admitted to the Royal Ontario Museum and to the Art Gallery of Ontario, on presentation of their registration cards.

15. University Health Service

Any student may consult a staff physician at the Health Service 9 a.m. to 5 p.m., Monday to Friday while the University is in session. The University does not accept any responsibility for injuries sustained by students while engaged in Physical Education classes or in University athletic activities, but through the Health Service provides for treatment within the following limits: minor injuries are treated at its offices; treatment for more serious injuries will be provided if such treatment is given under the direction and care of staff retained by the Health Service. Treatment is limited to students who suffer accidents while engaged in and which arise out of University Physical Education classes and athletic activities.

Health Service, 256 Huron Street, 928-2459 (Men), 928-2456 (Women).

16. University Advisory Bureau and Housing Service

The Advisory Bureau is prepared to aid in all problems of a personal nature, as well as interpersonal relationships. The staff consists of a psychiatrist, a psychologist, and a group of counsellors. The Advisory Bureau is located at 631 Spadina Avenue (928-2684).

The University of Toronto maintains a listing of rooming houses, flats, apartments and homes. Information on these may be obtained through the Housing Service office at 49 St. George Street, Toronto M5S 1A1.

17. Fees *For the High School Assistants' Program and Technical and Industrial Arts Programs of the one-year session*

	Men	Women
Academic fee	$580.00	$580.00
Incidental fees (Hart House, S.A.C., Athletic, Health Service, Student Union)	$ 75.50	$ 65.50
Total fees (if paid in one instalment)*	$655.50	$645.50
First instalment, due September 12*	$435.50	$425.50
Second instalment, due January 2 (includes $12 deferred payment charge)	$232.00	$232.00

*Deduct $50 deposit if paid.

Academic fee for the Technical and Industrial Arts Spring Programs Vocational/Occupational, Type B	
First instalment, due April 1, 1975	$460.00
Second instalment, due July, 1976	$120.00
Industrial Arts, Intermediate, due May 23, 1975	$280.00

NOTES:

1. An applicant who is admitted to the Faculty will be required to pay at least the first instalment of fees before a registration card is issued.
2. The fee for students attending only the spring term is $290 plus incidental fees.
3. After January 15 an additional deferred payment fee of $10 will be imposed. On March 1 an additional 1% per month charge will apply.
4. An applicant who applies after the last date for application to any course listed in this calendar may be assessed a late fee of $20 if admitted.
5. A special fee of $35 will be collected on the first day of the course, Outdoor Education 115, to defray the cost of field trips and an Outdoor Education weekend.
6. A candidate who withdraws before the end of the course will be charged fees in proportion to the period of attendance, i.e. up to the

effective date of withdrawal. After twenty weeks, no fees will refunded.

For Supplemental Examinations

For each supplemental examination in any course except High School Assistants', Type A	$ 10
For the supplemental examination(s) for any High School Assistant's Certificate, Type A	$ 20

For the Institute of Child Study

The academic and incidental fees are to be paid according to instr tions on the Fees Form supplied by the Institute, before a registrat card will be issued.

Academic fee	$520
Incidental fees	$ 46
Total fees (if paid in one instalment)	$566
First instalment (due September 9)	$370
Second instalment (due January 2)	$208

Special Students

Academic fee, first subject	$104
Incidental fees	$ 26
Total fees (due September 9)	$130
Each additional subject	$104

A student who registers after the last date for normal registrat will be required to pay a late registration fee of $10. An additio charge of $10 will be imposed for late payment of the second ins ment of fees. On March 1 an additional 1% per month charge apply.

*For Summer Sessions**

The fee is determined by the length of the course at $20 per week

For a seven-week course	$140
For a six-week course	$120
For a five-week course	$100
For a two-week course	$ 40
For a Special Student taking one subject in the Summer Program for Teachers with Professional Education	$ 50

*An extra fee will be charged for Outdoor Education, taken in c junction with a Physical and Health Education course.

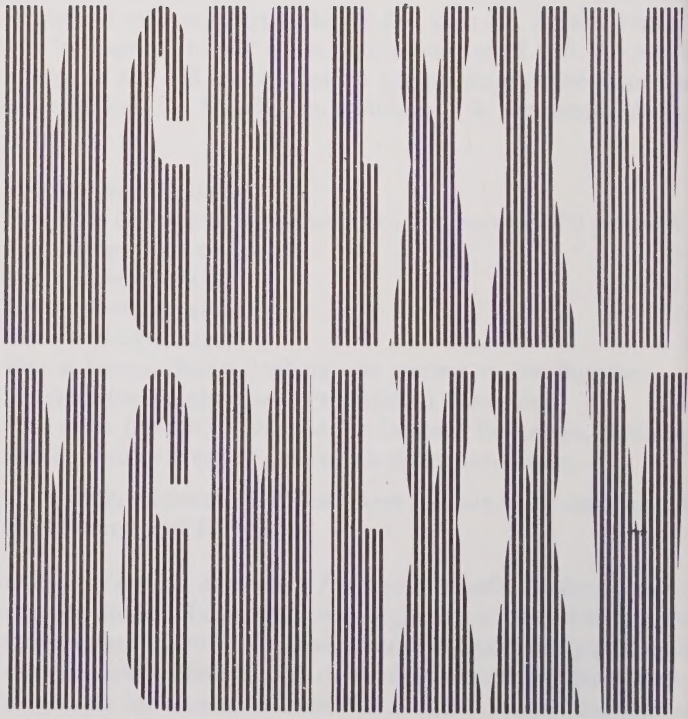
Cheques in payment of all the above fees are to be made payabl the University of Toronto.

18. Ontario Student Assistance Program/Canada Student Loans Plan

Ontario Student Assistance Program/Canada Student Loans. Canada Student Loans Plan was originally instituted by the Fed Government in 1964. The loan scheme was later integrated with p vincial grants under the Ontario Student Awards Program. A stud may apply for assistance under this Program to meet assessed edu

tional costs when his own resources and/or those of his family are assessed as insufficient to enable him to pursue post-secondary education. The institution to which application is made will inform the student of the amount of aid granted in each case. Under the present program, if residency and other requirements are met, the first $800 of any award is Canada Student Loan and the balance is provided as Provincial grant. Borrowers under this Plan are required to repay the loan portion, but no principal or interest payments are required so long as the student is in full-time attendance at an eligible institution and for six months thereafter. For those qualifying for Canada Student Loan only, the maximum loan which may be advanced under this Plan to one student is $1,400 in one academic year. For those receiving a combination of loan and grant the award maximum is determined by actual educational costs. Application should be made to the Office of Student Awards, Simcoe Hall, University of Toronto. If the student qualifies for assistance, he will first receive a Certificate of Eligibility for the loan portion, authorizing him to make arrangements for the loan with any chartered bank or other approved lending institution. The grant portion of the award, if any, is normally paid in the second term, but if the total award is over $1,800, a portion of the grant money will be paid in the first term.

Bachelor of Education and High School Assistants' Program



One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificates

chelor of n Degree nd Type B ertificate

The degree of Bachelor of Education will be awarded by the University of Toronto to students on successful completion of the one-year program which leads also to the High School Assistant's Certificate, Type B, awarded by the Ontario Ministry of Education.

dmission irements

The basic requirement for admission to the program leading to the Bachelor of Education degree, and to the High School Assistant's Certificate, is an approved university degree from an accredited university.

The applicant's university degree program must include at least 45 credits in arts, science or commerce subsequent to Grade 13, or equivalent.

The definition of a credit is derived from the basic assumption that there are approximately 60 credits in a four-year course. From this it follows that 15 credits are equivalent to a university year, and a credit may be defined as one-fifteenth of a university year.

An applicant for admission to the program for a High School Assistant's Certificate, Type B, shall make application to the Registrar, Faculty of Education, on an official form to be obtained from the Registrar. The closing date for receipt of applications is April 1, 1975. With the completed application form, the following must be submitted:

1 *An official transcript* showing proof of graduation from a university, after a regular university program, approved as to admission requirements and content of the undergraduate courses.

2 *A birth certificate.* An applicant must be 20 years of age before October 1 of the year in which application for admission is made. If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status. A married woman applying for admission must also submit a photostatic copy of her marriage certificate to substantiate change of name.

3 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health and applies to all personnel who work directly or indirectly with pupils in the schools.

Admission acceptances must be confirmed, in writing, to the Re trar of the Faculty of Education within twenty-one days of the d of acceptance by the Faculty, accompanied by a certified cheque money order for $50 payable to the *University of Toronto.* T deposit will be applied to the applicant's fee. $40 of the deposit be refunded if the application is withdrawn in writing on or bef July 31, 1975. The full deposit is refundable if the applicant is den admission because of failure to graduate.

21. Admission of Foreign Students

The Faculty welcomes qualified overseas students who plan to retu to their own countries on completion of their studies. Efforts made to meet their special needs insofar as the resources of Faculty permit. Foreign students and others *who are candidates the Bachelor of Education degree but not for a teaching certific of the Ontario Ministry of Education* must comply with such con tions of admission as the Council of the Faculty may determine. O of the requirements may be the passing of the Communication T for Teaching in the English Language. (See section 9)

22. Pre-Session Observation Period

It is advisable for all those who intend to become students in the o year program of the Faculty to spend a period of time in a school order to observe organization, daily routines, and especially various teaching activities and techniques. The acceptable time this observation is in the spring prior to registration at the Facul Permission must be obtained beforehand from the principal of school concerned.

23. Program of Studies, leading to the Bachelor of Education Degree and the High School Assistant's Certificate, Type B

The program consists of four parts:

Part I	TEACHING SUBJECTS	TWO subjects
Part II	EDUCATIONAL THEORY	**a)** Structural and Legal Bases of the Ontario School Syste
		b) THREE courses
Part III	PROFESSIONAL PRACTICE	TEN weeks
Part IV	ADDITIONAL RELATED COURSES	ONE course

Permission to deviate from this program will be granted only af approval of the student's petition to the Council of the Faculty. T last date for changing optional subjects or courses will be Septem 30, 1975; thereafter changes may be made only with the approval the Council.

Consideration will be given in the following instances:

1 the substitution of a third teaching subject for the course fr Part IV,

2 the substitution of a fourth optional course from Part II for course from Part IV,

3 the substitution of a second course from Part IV for one of

three optional courses from Part II. If a candidate is given permission to take two Additional Related Courses, the two may not be under the auspices of the same Faculty department.

Part I Subjects

A candidate will select two courses from those listed below, for each of which the prerequisite is at least 2 university courses (6 credits) unless otherwise specified:

Art Education 300 (6 credits or approved post-secondary equivalent)
Business Education (double option) (no prerequisites)
Computer Studies 345 (acceptance by either the Mathematics or Science Department)
Counsellor Education 355 (15 credits in psychology, sociology, economics or related fields, at least 6 of which must be in psychology)
Dramatic Arts 485 (no prerequisites)
Economics 360 (9 credits)
Elementary Education 365 (no prerequisites)
English 375
French 380
Geography 385
Geology 390 (9 credits)
German 395
Greek 400
History 405
History (Special Course) 406 (no prerequisites; in lieu of an Additional Related Course and open to students taking *two* of Psychology and Sociology, Economics, Political Science, and another teaching subject other than History 405)
Home Economics 410 (15 approved credits)
Industrial Arts 415 (no prerequisites)
Industrial Arts 510 (no prerequisites; in lieu of an Additional Related Course and taken in conjunction with *Industrial Arts* 415 as a third teaching subject)
Italian 420
Latin 425
Mathematics 430
Music, Vocal 435 (6 credits or background)
Music, Instrumental 436 (6 credits or background) (may be taken only in conjunction with Vocal Music 435)
Physical and Health Education – Women 440 (no prerequisites)
Physical and Health Education – Men 445 (no prerequisites)
Political Science 450 (9 credits)
Psychology and Sociology 455 (9 credits)
Russian 460
School Librarianship 465 (no prerequisites)
School Librarianship 466 (accredited degree in Library Science)

Science 470
Spanish 475

NOTE:
Type A Candidates
When selecting subjects in the Type B program, a candidate for High School Assistant's Certificate, Type A, must include the subj or subjects of the Type A certificate.

Part II
Educational Theory

a All candidates will take the course *Structural and Legal Bases the Ontario School System* 201
b In addition, a candidate will take six hours of lectures per week Educational Theory courses offered by the departments of Edu tional Administration, Educational Psychology, and History, Phil ophy and Sociology of Education. No more than four hours may taken with any one department.

Educational Administration
Program Organization 202
The Individual Student and the School Program 204
Administration in the Modern School 205
Evaluation of Student Performance 206
Individual Research Project 207
Administration within the School System 208

Educational Psychology
Psychology Applied to Education 230
The Adolescent – at Home, in School and in the Community 231
The Child – at Home, in School and in the Community 232
Teaching – an Interpersonal Process 233
Psychological and Performance Evaluation of Student Performance 234
Individual Research Project 237

History, Philosophy and Sociology of Education
Comparative Education 260
Experience and Education 261
Modern Philosophy and Education 262
Progressive Education in Theory and Practice 263
School and Society 264
Sociology of Education 265
Values in Education 266
Individual Research Project 267
Authority and Freedom in School 268
Issues in the History of Canadian Education 269
Cross-Cultural Education 270
Modern Philosophies and Education – Advanced Level 271
History of Educational Thought in Western Culture 272

Part III
fessional
Practice

Candidates will be assigned for ten weeks to schools approved for practice teaching in their elected teaching subjects. Practice teaching is conducted under the joint tutelage of appointed associate teachers and the teaching subject departments. A candidate absent from scheduled practice teaching assignments may be required to make up the deficiency at the end of the session.

Part IV
dditional
Courses

These courses offer candidates the opportunity to concentrate further on one of their teaching subjects or to pursue an interest in another teaching subject or in the field of general education.

Art Education
Design Education 114
Art and the Humanities 138

Computer Studies
Computers in Education 106

Counsellor Education
The Contemporary School Counsellor 150

Dramatic Arts
Drama in Elementary Education 147

Educational Media
Educational Media 107
Speech and Personal Communication 143

Educational Psychology
Preparing Effective Instruction 116
Psychology of Communication 117
Socialization and Identity 154

English
The Language Arts of the Cinema 122
Developmental Reading 127
English for the Slower Learner 141
Psycholinguistics 142

Geography
Curriculum Theory and Design 104
Game Theory and Simulation in Relation to Learning 110
Geography and History Programs in Elementary Education – Grades 7 and 8 161

History
Geography and History Programs in Elementary Education – Grades 7 and 8 161

History, Philosophy and Sociology of Education
Problems in Canadian Education 136

Home Economics
Home Economics in the Elementary School 144 (not offered in 1975-76)

Institute of Child Study
Child Study 001

Mathematics Education
Individual Research Project in Mathematics Education 155
Mathematics Education in the Elementary School 156
Mathematics 157

Modern and Classical Languages
French at the Elementary School Level 121
Recent Developments in Modern Language Teaching 102

Music
Music for Elementary Schools – Grades 7 and 8 131

Physical and Health Education
Current Health Problems in North American Society 105
Outdoor Education 115
Physical and Health Education for Elementary Schools 132

Science Education
Environmental Studies 109
Science Programs in Elementary Education 140

Technical and Industrial Arts (see Section 46)
Vocational, Occupational and Industrial Arts Education in Secon
ary Schools 113
Special Topics in Creativity 123
Art and Crafts for Elementary Schools – Grades 7 and 8 130
Communication Arts in Modern English 139

24. Conditions for Final Standing

The standing of candidates will be determined by the combin results of term work, final examinations in the subjects of Parts I, and IV and by the record of Practice Teaching in Part III. Standin will be reported by the letter grades: A; B; C; D; F. The letter grad may be interpreted in terms of the following numerical ranges: (80–100); B (70–79); C (60–69); D (50–59); F (below 50).

A candidate who achieves at least D standing in each course and overall average of C* or better in the four parts of the program m be recommended by the Council of the Faculty for the Bachelor

Education degree and for the High School Assistant's Certificate, Type B.

A candidate who passes in Part III and fails in not more than two of the courses included in Parts I, II, and IV, of which only one may be a teaching subject listed in Part I, may be granted an F(s) standing, which permits the candidate to take a supplemental examination in the course(s) failed or otherwise meet the requirements of the department(s) concerned.

A candidate who fails in Part III of the program or who does not attain an overall average of C will not be recommended for a Bachelor of Education degree or a High School Assistant's Certificate. (Such a candidate may apply for re-admission.)

*At least 92 points determined by using the category values: A – 4, B – 3, C – 2, D – 1, F – 0, and weight factors: Part I – 14, Part II – 14, Part III – 15, Part IV – 3.

lemental rivileges

Candidates for any certificate listed in this calendar, who failed at an examination under former regulations and were exempted from subsequent attendance at the Faculty of Education will take the final examination papers as prescribed herein, but their standing will be determined in the subjects as constituted under the regulations when they first wrote.

A candidate granted supplemental privileges may qualify in one or more of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination or examinations in August at the conclusion of a summer session;

2 by otherwise satisfying the requirements of the department(s) concerned;

3 by attending the Summer Program for Teachers with Professional Education, taking only the subject(s) failed and writing the examination(s) at the conclusion of the course (Type B); or by successfully completing the Type A Summer Seminar.

In all instances, application must be made not later than June 19.

Type A Practical Tests

Type A candidates exempted from attendance will take their supplemental practical tests through the Faculty. Application for teaching and practical tests must be made by December 31.

26. Elementary School Teacher's Certificate

A candidate in the Bachelor of Education program who wishes to qualify for the Elementary School Teacher's Certificate, Standard Four, in addition to the High School Assistant's Certificate, Type B, may select *Elementary Education* 365 as one of the two teaching subjects.

University courses in psychology, sociology or child study, together with languages, science or the arts, are considered most valuable as a background for teachers in the elementary school.

Elementary Education

365 *Elementary Education* (10 hours). Art, language arts, mathematics, music, physical education, science, social studies, and general methods and classroom management in the elementary school.

A candidate in *Elementary Education* should select *The Child – at Home, in School and in the Community* 232, as one Educational Theory course.

A minimum of four weeks in elementary schools for candidates in this program will be included within the practice teaching period required of all candidates for the Bachelor of Education degree.

One-Year Program for the High School Assistant's Certificate, Type A

. Type A

The Interim High School Assistant's Certificate, Type A is a specialized certificate in one or two subjects. It is based on a course of study additional to the program leading to the Interim High School Assistant's Certificate, Type B. Upon the completion of two years' successful teaching experience in Ontario, it may become a High School Specialist's Certificate, which is permanent, and qualifies the holder to become the head of a department in a secondary school.

nditions lmission

Candidates entering this program must hold an approved degree after a four-year university course following Ontario Grade 13, or equivalent. As prescribed in the Ministry of Education Memorandum 1970–71:51, candidates must have obtained at least second class or equivalent standing in each of one or two specialist subjects including, in the case of two subjects, at least forty-two university credits with not fewer than eighteen credits in either subject or, in the case of one specialist subject, at least twenty-seven credits.

nmenda- f Type A tificates

Subject to the condition that no candidate may be awarded a High School Assistant's Certificate, Type A, who does not already hold or is not also awarded a High School Assistant's Certificate, Type B, the final standing of a candidate in the High School Assistants' Type A program will be based on:

a the combined results of the term work and the final examination in the subject concerned

b the practical work in Type A seminars

c the practice teaching experience as assessed by the department concerned.

To be recommended, a candidate must obtain at least B standing in the final examinations (including sessional records) and in Practice Teaching for each Type A subject.

Details of Courses in Programs leading to the Bachelor of Education Degree and the High School Assistant's Certificate

Details of Courses in Programs leading to the Bachelor of Education Degree and to the High School Assistant's Certificate and Additional Certificates

In each case, the numeral in brackets indicates the number of lecture hours per week.

Required Course

All students proceeding to the Bachelor of Education degree and to the High School Assistant's Certificate, Type B, will be required to take: 201 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

31. Art ducation

Candidates are advised not to elect Art Education 300 unless they have studio-oriented experience in one or more fields of visual arts.

300 *Art Education* (8 hours). Three major areas of study: history, philosophy and current practice of Art Education (2 hours); instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development (4 hours); history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools (2 hours). On successful completion of *Art Education* 300, and depending on credit background, a candidate may be recommended for the appropriate Ministry of Education Certificate in Art, not to exceed the Intermediate level.

0100 *Seminar in Art Education* (4 hours). For Type A candidates in Art. The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head.

Additional Related Courses

114 *Design Education* (2 credit hours). A lecture-studio course which examines problems presented to the artist by the machine production of industrial society. The impact of technological developments upon environment; the solutions which have been formulated; tentative

explorations of problems presented by recent developments. Th course is offered in conjunction with the Technical and Industri Arts Department.

138 *Art and the Humanities* (2 hours). A lecture-seminar cour examining the relationships between art, literature and music i Western civilization.

162 *Canadian Art and Architecture*. Offered only in the Woodswor College degree program.

32. Business Education

INTERMEDIATE CERTIFICATES

A candidate must take Parts I and II in the one-year program to qu lify for the Intermediate Certificate.

A previous course in business education or business experience is n required of a candidate for the Intermediate Certificate in Accou tancy, Data Processing, Marketing, or Secretarial. A candidate wit out sufficient background or skills may be required to attend an ev ning course in one or more of the subjects in Part I.

PROGRAMS FOR THE INTERMEDIATE CERTIFICATES

1 Accountancy Program
Intermediate Part I
Introductory Accounting 309
Typewriting 307
Intermediate Part II
Business Teaching 316
Applications of Accounting 317

2 Data Processing Program
Intermediate Part I
Introductory Accounting 309
Typewriting 307
Intermediate Part II
(See Computer Studies, Section 32)

3 Marketing Program
Intermediate Part I
Introductory Accounting 309
Introductory Marketing 314
Intermediate Part II
Business Teaching 316
Related Marketing Concepts 326

4 Secretarial Program
Intermediate Part I
Typewriting 307
Introductory Stenography 31
Intermediate Part II
Business Teaching 316
Office Procedures 324

SPECIALIST CERTIFICATES

In place of a Type A Certificate in Business Education, four progra leading to Specialist Certificates are provided, for which the ac demic requirements are given below. In each of the required subjec an applicant must have obtained a standing of at least 70% or B.

1. *Accountancy Specialist Certificate*

Admission will be granted to students who hold a Bachelor of Co merce or equivalent degree, and who have taken university cours in these required subjects: Introductory Accounting, and Accountin

2. *Data Processing Specialist Certificate*

Admission will be granted to students who hold a Bachelor of Arts or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Computer Concepts, Introduction to Problem Solving, Business Data Systems, Advanced Problem Solving, and Management Information Systems.

3. *Marketing Specialist Certificate*

Admission will be granted to students who hold a Bachelor of Business Administration or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Introductory Marketing, Business Organization and Management, Marketing I, Marketing II, and one additional Marketing course.

4. *Secretarial Specialist Certificate*

Admission will be granted to students who hold a Bachelor of Arts in Secretarial Science or equivalent degree, and who have taken university courses in the required subjects: Typewriting, Introductory Stenography, Applied Stenography, Office Practice, Office Procedures, Secretarial Science I, and Secretarial Science II.

Courses for the Specialist Certificates

1 *Accountancy Specialist*
Accounting 337

2 *Data Processing Specialist*
(See Computer Studies Section 32)

3 *Marketing Specialist*
Marketing 339

4 *Secretarial Specialist*
Secretarial Science 338

Business Education Courses

307 *Typewriting* (3 hours). The development of a basic facility in typewriting, the application of this facility and the problems of teaching the junior grades in the secondary school.

309 *Introductory Accounting* (3 hours). General accounting fundamentals, including general bookkeeping practices and basic accounting concepts, and their presentation in the secondary school.

312 *Introductory Stenography* (3 hours). A course in the theory and application of Pitman shorthand, including consideration of the theoretical aspects of high speed writing. Also included are the investigation and practice of advanced teaching techniques.

314 *Introductory Marketing* (3 hours). A course surveying the total distribution process, with emphasis on Canadian retail organization. Study will be consumer-oriented.

316 *Business Teaching* (1 hour). A course in the fundamental philos ophies pertaining to the instruction of business education subjects specialized applications to the individual subject areas; the correla tion of all business subjects.

317 *Applications of Accounting* (3 hours). The development of a basic facility in the use of business machines and a knowledge of the organization, law, financing and computerization of a business.

324 *Office Procedures* (3 hours). A practical course in the teaching of stenographic techniques, including the practices and procedures followed in the modern office.

326 *Related Marketing Concepts* (3 hours). A survey of the periph eral aspects of marketing, from both a content and a methodological viewpoint; the functional aspects of business and a study of distribu tive processes; the practical implications of marketing mathematics as related to business machine applications.

337 *Accounting* (1 hour). Accounting for partnerships, corpora tions, departments and manufacturing and the methods of presenting these topics.

338 *Secretarial Science* (1 hour). A course in advanced stenographic and secretarial practices; the organization and preparation of modern office practices and procedures, including current and advanced teaching techniques.

339 *Marketing* (1 hour). The principles of teaching marketing sub jects as they apply to the upper grades of the business education course; practical applications and their relevance to the individual in our consumer-oriented society.

33. Computer Studies

345 *Computer Studies* consists of the following three components: COMPUTER CONCEPTS (3 hours, Fall Term). Basic computer con cepts, flowcharting techniques, computer terminology, equipment peripheral to the computer system and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

INTRODUCTION TO PROBLEM SOLVING (3 hours, Spring Term). A course using the computer as a problem-solving tool. Students will be introduced to a high-level programming language as a vehicle of communication, and to problem solving through flowcharting, cod ing, testing and debugging.

COMPUTER STUDIES – PRINCIPLES AND PRACTICES (3 hours). A prob lem-oriented approach to the teaching of computer concepts and

computer programming. The "hands-on" versus "theory" and the "hypothetical computer" versus "actual hardware" techniques will be explored. Topics to be discussed include: transfer of learning from one computer to another; optimum class size; available teaching aids; motivation techniques; evaluation; and course objectives.

NOTE:

1. For candidates who have successfully completed university courses equivalent to *Computer Concepts* and *Introduction to Problem Solving*, one of the following courses will be substituted: *Advanced Problem Solving* 349 or *Computer Applications* 353.

2. Extramural students taking these courses individually must meet the prerequisites of the department.

3. For Business Education candidates wishing to obtain a Data Processing Specialist Certificate, the following additional courses are required:
Advanced Problem Solving 349
Business Data Systems 351
Management Information Systems 352

346 *Computer Concepts* (2 hours). For candidates in the Business Education Accountancy Program. Basic computer concepts, flowcharting techniques, computer terminology, equipment peripheral to the computer system, and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

349 *Advanced Problem Solving* (3 hours). Opportunities will be provided for students to use the computer to solve more advanced problems. In addition to the basic documentation requirements, the students will be required to design the necessary input/output documents, and prepare and update suitable data files. (Prerequisite: Introduction to Problem Solving or departmental consent)

351 *Business Data Systems* (3 hours). Organization of a business: management control and the flow of information through the business; flowcharting of some of the main business systems with suitable documentation, record layout and forms design; use of unit record equipment in a computer environment. (Prerequisite: Introduction to Problem Solving or departmental consent)

352 *Management Information Systems* (3 hours). Students are expected to apply systems knowledge to the solving of a case study. They will be required to design, flowchart, program and document a complete system. Students will also be required to implement aspects of their recommendations. (Prerequisite: Business Data Systems or departmental consent)

353 *Computer Applications* (3 hours). Students will be required to participate in directed research projects in education involving Computer Studies and their other teaching subject(s). (Prerequisite: Advanced Problem Solving or departmental consent)

0600 *Seminar in Computer Studies* (4 hours). For Type A candidates in Computer Science. A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and effect of computer studies on other classroom studies.

Additional Related Course

106 *Computers in Education* (2 hours). Designed primarily for candidates who do not have previous experience or academic background in computing, this course deals with the use of the computer as an instructional and administrative aid in education. Areas to be studied include: computer-assisted learning, test scoring and item analysis, curriculum design, educational research, and student accounting. Emphasis is on the use of the computer as a problem-solving tool for instruction and school administration. Access to the computer centre is available for approved student projects.

34. Counsellor Education

355 *Counsellor Education* (6 hours). Counselling theory and practice; assembling educational and occupational information for student use; assessment procedures; group methods and processes; foundations of counselling. On successful completion of *Counsellor Education* 355, a candidate may be recommended for Part I of the Specialist Certificate in Guidance.

Additional Related Course

150 *The Contemporary School Counsellor* (2 hours). This course analyzes primarily the helping relationship involved in teaching. Additional topics include: philosophical and sociological foundations of guidance; the counsellor as a consultant; the counsellor's relationship to the community; ethical and legal responsibilities of the counsellor; current social problems and counsellor response; the counsellor and the changing world of work. May not be taken in combination with *Counsellor Education* 355.

35. Dramatic Arts

485 *Dramatic Arts* (6 hours). Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the purposes of curricular and extra-curricular drama; the possibilities for conceptual development and expansion of the imagination through sense awareness, movement, improvisation and scripted drama; the structures of aural and visual media mixed media presentations; and the planning of developmental pro-

grams. On successful completion of *Dramatic Arts* 485, a candidate may be recommended for Part I of the Specialist Certificate in Dramatic Arts, and may complete the requirements for this certificate in two subsequent summer sessions.

0700 *Seminar in Drama* (2 hours). For Type A candidates in Dramatic Arts. An individual research project concerning drama in education, selected by the candidate in consultation with the Dramatic Arts Department.

Additional Related Course

147 *Drama in Elementary Education* (2 hours). A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

conomics

360 *Economics* (5 hours). A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students.

0900 *Economics* (5 hours). For Type A candidates. An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analyzed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. Preparation of an instructional plan for a major unit of one of the courses proposed in the current Ministry of Education Guideline for economics.

ducational inistration

202 *Program Organization* (2 hours). An examination of current theory and practice in program organization from kindergarten to grade 13. Students gain experience in identifying and selecting objectives for programs, in designing the physical and social arrangements of educational settings that support learning activities and in evaluating the effectiveness of programs.

204 *The Individual Student and the School Program* (2 hours). School programs and practices which meet individual differences among students in elementary and secondary schools. A general study will be made of innovative teaching and organizational patterns, including particularly the nongraded, open-area and experimental schools, credit organization, house plans, team teaching, independent study, and other related topics.

205 *Administration in the Modern School* (2 hours). A practical study of the use and organization of school resources and services in providing effective educational programs in elementary and secondary schools. Emphasis will be placed on the role of the teacher in phases of school operation such as discipline, staff relationships, organization of classes, individualizing instruction, evaluation procedures, and the design and implementation of overall school programs.

206 *Evaluation of Student Performance* (2 hours). A study of current evaluation practices in elementary and secondary schools. The course will develop some of the theoretical issues underlying evaluation methods, the design and marking of a wide variety of testing instruments, including essay, objective, oral, project, and self-assessment techniques. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, distinctions between subjects, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require background in mathematics for this course.

207 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

208 *Administration within the School System* (2 hours). A review of planning and administrative procedures in large systems of education. Emphasis will be on the organization of learning resources, student services, and parent-teacher-student relationships. The interaction of trustees, senior officials, resource personnel, and school administrators will be considered. The effectiveness of large systems in formulating and in achieving desirable educational programs for the individual student and for society as a whole will provide a constant focus for study.

38. Educational Media

107 *Educational Media* (2 hours). A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

143 *Speech and Personal Communication* (2 hours). A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, the influence of technology on speech communication.

230 *Psychology Applied to Education* (2 hours). Designed to show the relevance of general psychology to teaching. Provides an overview of the areas of psychology related to education and teaching; problems in human communication, role of feedback, non-verbal communication, mass media, modern theories of learning, the relevance of learning theory to motivation, aptitudes and attitudes, learning discrimination and skills, the slow learner, development, maturation and special education, research in education, programmed learning and computer-assisted instruction will be examined.

231 *The Adolescent – at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of school-age youth.

232 *The Child – at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of the school-age child. A student taking *Elementary Education* 365 should select this course as one of his three Educational Theory courses.

233 *Teaching – an Interpersonal Process* (2 hours). The teacher as partner in an interpersonal learning process; increased awareness and insight about forces operating in groups; how one's own behaviour affects group productivity; application of theory to development of innovative plans for better classroom teaching using large and small groups.

234 *Psychological and Performance Evaluation of Student Progress* (2 hours). General principles of construction, analysis and administration of various methods of testing and evaluation.

237 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

Additional Related Courses

116 *Preparing Effective Instruction* (2 hours). The specification and analysis of instructional objectives in terms of Bloom's taxonomy; analysis of innovative systems; construction of pre-tests and criterion-referenced tests; instructional materials for mastery learning and alternative instruction.

117 *Psychology of Communication* (2 hours). A course dealing with communication as a behavioural science. It is concerned with such

areas as persuasion and dissuasion; generation, storage and retrieval of information; possible uses and also limitations of media in educational systems; and the ability of societies and institutions to generate meaningful information. One of the aims of this course is to help students to cope with the increasing amount and complexity of information.

154 *Socialization and Identity* (2 hours). An examination of the various theories in social psychology contributing to an understanding of human social development; an exploration of the development of individuality and group identities along with the factors of social interaction influencing the development of personality. Emphasis will be placed on contributions to personal growth made by teachers and schools at elementary and secondary levels.

Elementary Education

365 *Elementary Education.*
For details of the program, see Section 26.

40. English

375 *English* (4 hours)

LITERATURE:

Values inherent in the study of good literature; basic approaches; various methods of presenting such literary forms as the poem, the drama, the essay, the short story, and the novel; the choosing of suitable textbooks for pupils of different abilities and levels; planning courses of study; evaluating students' progress; oral and supplementary reading; problems related to the teaching of English literature.

COMPOSITION:

The basic aim in teaching composition; place and treatment of grammar, rhetoric, logic and word study in the teaching of composition; principles to be followed in arranging courses; studying models; assigning, planning, evaluating and correcting compositions; improving the pupil's oral English; conducting class discussions; problems related to the teaching of English composition.

MEDIA:

The basic aim in treating mass media; objectives; categories; procedures.

ELECTIVES:

Creative thinking; developmental reading; creative drama; screen education; group dynamics; creative writing; mass media; psycholinguistics; English as a second language; English in the nongraded school.

1100 *Seminar in English* (4 hours). For Type A candidates in English. Teaching and discussion of selected topics; the English specialist;

the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slow learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

Additional Related Courses

122 *The Language Arts of the Cinema* (2 credit hours). A course designed to study trends in contemporary cinema. Although the course concentrates mainly on feature films of such directors as Hitchcock, Bergman, Varda, Antonioni, Fellini, Godard, Truffaut, Resnais, Losey, and Lester, it does not neglect the popular cinema nor does it omit experimental short films. The several arts of the director, script writer, actor, editor, lighting-cameraman, composer, and sound man are studied so that the students may have a full appreciation of the language arts amalgam that we experience in the cinema.

127 *Developmental Reading* (2 hours). A course designed to introduce students to the possibilities of developmental reading at the secondary school level. Basic principles underlying an instructional program will be discussed. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Of major emphasis will be the devising of practical developmental reading programs.

141 *English for the Slower Learner* (2 hours). The development of effective programs for slower learners at the secondary level. The needs, interests, and abilities of such pupils will be explored, and specific methods of instructing them will be emphasized. Careful examination of perception, reading, speaking, listening and writing skills will be stressed. Students will investigate the nature and validity of both reading and intelligence tests as they apply to the slower learner.

142 *Psycholinguistics* (2 hours). A course designed to explore the psychological, biological, and sociological parameters of language as a communication system. Some of the main areas of investigation are: language acquisition in children; psychological models of language learning; linguistic models of grammar; general semantics; nonverbal modes of communication; language games; language study programs in the school (history of grammar, dictionaries and writing systems, language history, etymology, morphology); language and thought; language as a sociological determinant. Special attention will be given to the construction of language units for classroom study.

41. Geography

385 *Geography* (5 hours). Listed below are a number of course units designed to allow the degree of flexibility needed in the professional preparation of graduates in geography (Type A candidates) and of other university graduates (Type B candidates) who are proceeding to a geography teaching career.

ORIENTATION:

The scope of the role of the geography teacher; styles of learning and their relationship to the teaching of geography and learner characteristics.

CURRICULUM PLANNING:

Recognition of a curriculum framework as a general context within which the strategies for achieving educational objectives in the classroom may be discussed; the identification and relationship of the components of curriculum in a variety of contexts, e.g., classroom and field, and at a variety of scales, e.g., program, unit, lesson.

INSTRUCTIONAL TECHNIQUES AND PROCEDURES:

Recognition, analysis and construction of learning experiences in geography in order to understand how educational objectives are achieved; the study of various resource materials and their relationship to strategies, techniques, and objectives in geography; analysis of geographic approaches, e.g., regional, systematic, thematic.

EDUCATIONAL MEASUREMENT AND EVALUATION:

A study of ways to evaluate the effectiveness of learning experiences.

FIELD STUDIES:

Integration of the objectives and techniques of 'landscape' study.

1500 *Seminar in Geography Curriculum Design* (4 hours). For Type A candidates in Geography. A program concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Obligatory final examinations for all candidates in courses 385 and 1500 will be held at the end of the academic year. Term work (reports, seminar papers, essays, units and exercises) will account for approximately 60% of the final grade.

Additional Related Courses

104 *Curriculum Theory and Design* (2 hours). Inquiry into the theory and design of a curriculum and the examination of curriculum projects in the field of social studies and geography at the elementary and secondary school levels.

110 *Game Theory and Simulation in Relation to Learning* (2 hours). An introduction to game theory and simulation as an approach to learning in geography and the other social sciences.

111 *Measurement and Evaluation.* Offered only in the Woodsworth College degree program.

161 *Geography and History Programs in Elementary Education – Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 365, this course provides an in-depth study of the specialized nature of curriculum development, programs, and methodology as related to the teaching of geography and history at the intermediate levels of the elementary school.

Geology

390 *Geology* (4 hours). Value and objectives of a geology course in the Ontario secondary school curriculum: investigation and study of appropriate teaching methods; procedures and curriculum organization; use and value of maps, equipment, teaching aids, books and field exercises for secondary school geology.

1700 *Seminar in Geology* (4 hours). For Type A candidates in Geology. (These candidates are advised to select Geography or Science as their other teaching subject in the High School Assistants' Program, Type B.) Teaching and discussion of the geology curriculum; development and analysis of some of the difficult topics by means of original research and subsequent reports; experimental treatment of the work; field exercises; use of texts, manuals, maps and teaching aids; measurement and evaluation; organization and timing of a course of study in geology and mineralogy; discussion of appropriate teaching methods and procedures.

History

405 *History* (5 hours). A series of lectures and seminars on the following with specific reference to classroom practice:
Survey of history curricula in the schools; principles of course organization; procedures in course organization; factors in the development of effective teaching.
The teacher's philosophy and objectives in teaching history.
A study of the various forms of methodology used in history classes; evaluation of resources; new approaches to history teaching.
The student of history; motivation; evaluation; dealing with individual differences.
Preparation of a unit of a course of study in history.

406 *History* (4 hours). (Special Course in lieu of an Additional Related Course and open to students taking *two* of Psychology and Sociology, Economics, Political Science, and another teaching subject other than *History* 405.) A series of lectures and seminars on most of the topics listed under *History* 405, but in less depth and with greater emphasis on methodology.

2300 *History* (5 hours). For Type A candidates in History. A series

of lectures and seminars with emphasis on the practical application of the following:
A study of the critical philosophy of history, emphasizing the methods of the historian and the problems of historical knowledge; a brief survey of the approaches of selected historians and philosophers to these problems.
Cognitive and affective objectives in teaching history; approaches to the teaching of history such as thematic, chronological, problems, inquiry, public issues, concepts and generalizations.
Various forms of methodology.
The planning and organizing of historical materials for presentation by various methods including the treatment of themes, trends and interpretation of material.
Analysis of student difficulties.
Evaluating the effectiveness of teaching and learning.
Preparation of a Teaching Program of a major unit of a course of study.

Additional Related Course

161 *Geography and History Programs in Elementary Education - Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 365, this course provides an in-depth study of the specialized nature of curriculum development, programs, and methodology as related to the teaching of geography and history at the intermediate levels of the elementary school.

44. History, Philosophy and Sociology of Education

260 *Comparative Education* (2 hours). A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, alternative routes, and the aims, structure and control of education. These will be related to the social, economic and political systems in the countries concerned, and their underlying assumptions and ideologies.

261 *Experience and Education* (2 hours). An exploration of the relationships between practical experience and current educational theories. Students will examine such recent developments as interdisciplinary approaches to education, environmental studies, free schools, work-study programs and related community services.

262 *Modern Philosophy and Education* (2 hours). The influence of modern philosophy on aims and methodology in education. Selected readings from 19th and 20th century philosophers will lead to a consideration of education both in the wider frame of social philosophy and from the narrower perspective of the individual quest for worthwhile purpose. Students are encouraged to weigh conflicting viewpoints and thus develop their own positions.

263 *Progressive Education in Theory and Practice* (2 hours). An

analysis and discussion of progressive theories and practices with special reference to the ideas of the Pragmatists, for the purpose, in the main, of inducing beginning teachers to search for meaning in such familiar learning concepts as interest, activity, discovery, assimilation, authority, freedom, natural growth, creativity, and continuous progress.

264 *School and Society* (2 hours). A consideration of such problems as socio-cultural influences on educational achievement, value conflicts (between generations and among socio-economic classes), and the conflicting functions of the school as an institution for transmitting the cultural heritage as well as criticizing it. An analysis of these problems will uncover such issues of current concern to schools and teachers as the generation gap, educational control, and students' rights.

265 *Sociology of Education* (2 hours). An examination of the school as an institution in the society which it serves. Topics will include the structure of society and education, education and social change, education and social mobility, the socialization of the child, the social role of the teacher, the influence of economic and political forces on education, education and the values of the community. Previous university work in sociology is desirable.

266 *Values in Education* (2 hours). An examination of selected topics in value theory seen within the educational context. Examples of possible topics: perception and judgment in education and the arts; the aims of education; valuational impact of the mass media; the teacher and the new morality; expression, representation, and value formation; technology and the counter-culture; conceptual analysis of the educational environment. No formal background in philosophy is required.

267 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

268 *Authority and Freedom in School* (2 hours). Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Is "compulsory education" a contradiction? Why bother being ethical? This course will attempt to get at the roots of human ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

269 *Issues in the History of Canadian Education* (2 hours). A course designed to give students a perspective of the main influences, problems, and changes in Canadian education. Some of the issues that may be examined are: the functions schooling has performed; the educational roles of institutions other than schools; family life and the concepts of childhood and adolescence; the alteration in the roles of the teacher and student; and the influence of social, economic and political factors on education. The particular aspects to be studied will be determined by the students in consultation with the instructor.

270 *Cross-Cultural Education* (2 hours). An examination of the educational issues, problems and processes encountered in a pluralistic society, from perspectives such as history, psychology, sociology, philosophy, and program development. It will focus upon education in relation to poverty, ethnic groups, the roles of women, and the counter-culture. Sample issues to be dealt with are: assimilation and integration, the role of religion in education, value conflicts and discipline, mental health, prejudice and discrimination, curriculum design, open-structured and free schools, stereotypes and women's liberation.

271 *Modern Philosophies and Education – Advanced Level* (2 hours). A strictly seminar course, which will explore the thinking of Camus, Sartre and Dewey. Only students who have at least two philosophy courses to their credit, or who have the permission of the instructor, may enrol. Not open to students registered in *Modern Philosophy and Education* 262.

272 *History of Educational Thought in Western Culture* (2 hours). A critical examination of some of the major ideas that have influenced educational thought and practice in Western culture, beginning with Plato and Aristotle. Students will investigate various theories of learning, the concept of the ideal teacher, the history of educational institutions, images of childhood, and modern mass education. Humanist and religious perspectives as continuing themes in educating men and women for their particular era will form the core of the study.

Additional Related Course

136 *Problems in Canadian Education* (2 hours). A reading-discussion course where students will select for individual study a particular problem or theme in the history of Canadian education, for example, technical and vocational education, the kindergarten movement, progressive education, ethnic groups and assimilation, urbanization, rural problems, the role of the state, or the changes that have taken place in the aims and content of certain school subject areas such as health education, physical education, history, literature, mathematics or the sciences.

15. Home Economics

Candidates are advised not to elect Home Economics unless they have obtained at least C standing in the prerequisite home economics courses.

410 *Home Economics* (6 hours). For Intermediate and Type A candidates. Development, present trends, values and aims of Home Economics in Ontario schools with emphasis on the growth of personal and professional philosophy.

New concepts of curriculum and teaching emphasizing flexibility, cooperative planning, and recognition of individual differences are explored through an individualized program offering a wide choice of learning experiences.

Creation and function of objectives and evaluation procedures in the learning-teaching process with implications for planning.

On successful completion of *Home Economics* 410, a candidate may be recommended for the Intermediate Certificate in Home Economics.

2500 *Seminar in Home Economics* (2 hours). For Type A candidates in Home Economics. A study of Home Economics education as it relates to the Canadian family, the individual and the environment, with emphasis on readings in current literature and discussions. Students will become familiar with resource materials, with the work of outstanding leaders in the field and will develop a strong philosophy for potential leadership.

Additional Related Course

144 *Home Economics in the Elementary School.* Not offered in 1975-76.

trial Arts

415 *Industrial Arts I* (8 hours). Part I of the two-part sequence leading to the Elementary Certificate in Industrial Arts. The course consists of lectures and laboratory experience in material science, design technology, environmental design, fabrication and production. Problems are presented to develop creative abilities, experimentation, and the required hand and machine skills to work with a variety of materials and processes. Factors controlling the design and planning of objects in the man-made environments are studied and applied in practical work.

510 *Industrial Arts II* (8 hours). Part II of the two-part sequence leading to the Elementary Certificate in Industrial Arts. An extension of *Industrial Arts* 415, it provides more advanced experiences in material science, design technology, environmental design, and fabrication and production. Open only to candidates enrolled in *Industrial Arts* 415.

NOTE:

A candidate may obtain the Elementary Certificate in Industrial Arts by successfully completing

1 *Industrial Arts* 415 and 510, or

2 *Industrial Arts* 415 followed by a seven-week summer program.

Additional Related Courses

113 *Vocational, Occupational, and Industrial Arts Education in Secondary Schools* (2 hours). Types of certificates, the admission requirements, history, philosophy, and the means of realizing the aims of these three types of education.

114 *Design Education* (2 credit hours). (See section 31)

123 *Special Topics in Creativity* (2 hours). In-depth examination of the development of creativity through problem solving, with opportunities for application.

130 *Art and Crafts for Elementary Schools – Grades 7 and 8* (2 hours). Of particular interest to students in *Elementary Education* 365, this course provides an introduction to basic design, picture and print making, and the creative use of materials in two and three dimensions. Different sections will emphasize whichever aspects of elementary art education best meet the needs of the students involved.

139 *Communication Arts in Modern English* (2 hours)

EXPOSITORY RHETORIC (Fall Term)

Methods and patterns of clear and effective writing; relationship between seeing, thinking and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

SEMANTICS (Spring Term)

Subjects of investigation will include: introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstraction, thought and action; the uses of language – both verbal and non-verbal – in popular culture, advertising, mass media, the press, religion, science and education.

47. Institute of Child Study

Additional Related Course

001 *Child Study* (2 hours). An examination of the principles of children's development and a consideration of the influences affecting such development. The implications for children's care and education will be considered.

430 *Mathematics Education* (4 hours). A consideration of the place of mathematics in elementary and secondary education; objectives of the mathematics teacher.

Classroom procedures and teaching methods, grade 1 through grade 12, of a balanced student-centred teaching program, including methods designed to obtain maximum student involvement in the discovery and development of mathematical concepts and techniques; individual, small group, and large group methods; team teaching involving curriculum planning and execution as a team effort; laboratory techniques; use of multimedia, audiovisual materials, calculators, models and other instructional materials; interdisciplinary approaches; environmental studies; use of the mathematics workshop to promote understanding and confidence, and develop powers of inquiry and creativity; seminar methods; use of socratic discussion; research; testing and evaluation.

The implications for the elementary and secondary schools of contemporary trends in mathematics education; history and development of mathematics; foundations of algebra and geometry; fundamental concepts of logic; applications of mathematics.

3100 *Seminar in Mathematics* (3 hours). For Type A candidates in Mathematics. A consideration of the development of curriculum for the elementary and secondary school mathematics programs from kindergarten through grade 13; the responsibilities of departmental administration and professional leadership.

Additional Related Courses

155 *Individual Research Project in Mathematics Education* (2 hours). An in-depth study of a topic selected in consultation with the Mathematics Education staff. The study should involve a combination of seminars, laboratory work and field experience. Open only to students taking *Mathematics Education* 430.

156 *Mathematics Education in the Elementary School* (2 hours) A study of current content, methods of teaching and curriculum development in elementary school mathematics; a course of interest and value to any prospective secondary school teacher. Not open to students registered in *Elementary Education* 356.

157 *Mathematics* (2 hours). An introduction to higher mathematics, including a study of some advanced secondary school topics, providing background and an opportunity for discussion pertinent to the teaching of secondary school mathematics. Open only to students having at least 12 credits in university mathematics.

158 *Recreational Mathematics*. Offered only in the Woodsworth College degree program.

49. Modern and Classical Languages

Candidates are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar. Most of the lecturing is in the language concerned, and candidates are expected to use that language in teaching practice.

Modern Languages (5 hours per language). *French* 380, *German* 395, *Italian* 420, *Russian* 460, *Spanish* 475.

METHODOLOGY:
Current aims; specific objectives at secondary and primary levels; curricula; materials.
Procedures; specific techniques in audiolingual presentation; the written language; vocabulary acquisition; inductive approach to language generalizations; teaching literature.
Lesson planning (initial, series, review).
Tests and examinations, both oral and written; administration; marking.

APPLIED PHONOLOGY:
Description of the sounds; intonation; accent; discrimination and production on the part of the learner; standards of phonemic and phonetic accuracy (where pertinent); remedial drills; error detection by the teacher; counselling techniques and practice.

CONVERSATION:
Free and guided discussions; leadership practice.

LANGUAGE PRACTICE:
Current usage, emphasizing the spoken language; laboratory drills with pedagogical bias; testing program. (Additional laboratory time may be required of those in need of remedial work.)

(a) *Seminar in Modern Languages* (2 hours). For Type A candidates in *French* 1300, *German* 1900, *Italian* 2700, *Russian* 4700, *Spanish* 5300, whether chosen as a single Type A subject or combined with another Type A subject. Study in depth at all levels, as outlined in the Courses of Study and Curricula issued by the Ministry of Education; stress on methods of presenting work at the grade 13 level.

(b) *Seminar in Modern Languages* (2 additional hours). For Type A candidates in *French* 1300, *German* 1900, *Italian* 2700, *Russian* 4700, *Spanish* 5300, when *not* combined with another Type A subject. Selected topics, such as linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, preparation of teaching modules.

LATIN AND GREEK

425 *Latin and Classical Civilization*, 400 *Greek* (5 hours each). An examination of the linguistic and paralinguistic elements involved in the teachng of Latin and/or Greek, including: oral reading of prose

and poetry (all common metres); morphology; grammar and syntax; derivation; use of multi-media and audiovisual aids and interest devices; the direct approach, with stress on the Danish Nature Method, the Cambridge Latin Course, programmed learning; individual, small group and large group methods; curriculum development and presentation through the medium of team teaching, with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Seminar in Classics, 2900 *Latin*, 2100 *Greek* (2 hours each). For Type A candidates. An examination of techniques involved in curriculum planning and presentation appropriate for use in advanced classes, with emphasis on finding and preparing material suitable for use in secondary school from the extensive corpus of Latin and Greek literature; advanced grammar and syntax; testing and measurement.

Additional Related Courses

102 *Recent Developments in Modern Language Teaching* (2 hours). Trends in modern language teaching, with stress on electronic aids and individualization techniques. The practical emphasis will be related to the linguistic needs and interests of the students. (Open to any student of a modern language.)

121 *French at the Elementary School Level* (2 hours). French as a second language from the earliest grades of the elementary school; programs; procedures specific to the age level; audiovisual aids. This course leads to the Certificate as Teacher of French to English-speaking Pupils in Elementary Schools. Open only to students enrolled in both *French* 380 and *Elementary Education* 365.

50. Music

435 *Music, Vocal* (4 hours). A multi-faceted approach to music learning which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisation, manipulations of musical materials and procedures; listening, vocalizing, and conducting.

436 *Music, Instrumental* (4 hours). A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music* 435.
NOTE: On successful completion of *Vocal Music* 435 or *Vocal and Instrumental Music* 435/436, a candidate may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

3300 *Seminar in Music* (4 hours). For Type A candidates in Music. Comparative studies of current aesthetics and practices; advanced en-

semble techniques; original compositions or arrangements for the ensemble; problems in the developing of aural responsiveness to varied musical expressions; examination of sound manipulations and formal procedures; multi-media presentations; studies in curriculum design.

Additional Related Course

131 *Music for Elementary Schools – Grades 7 and 8* (2 hours). A general approach to music learning at the intermediate level. Not open to candidates taking Music 435.

51. Physical and Health Education

440 *Physical and Health Education* (Women)
445 *Physical and Health Education* (Men)

Part I of the Program for the Intermediate Certificate (8 hours).
An introductory course in principles and practices of Physical and Health Education. Emphasis is placed on methods of teaching the physical activities and health materials outlined in the Courses of Study for the Intermediate Division of the Ontario Ministry of Education.

Part II of the Program for the Intermediate Certificate (4 hours).
The prerequisite for Part II is a minimum of 6 university credits in Physical and Health Education. This course is a continuation of, and will be taken in addition to, Part I. It will be given only if a sufficient number of applications are received.

Program for the Specialist Certificate (8 hours).
Emphasis is placed on methodology, philosophic and scientific principles, and the organization and administration of all aspects of Physical and Health Education in the school situation. The prerequisite is a minimum of 24 university credits in Physical and Health Education (exclusive of methods courses). This program includes the work of the H.S.A. Type B course in Physical and Health Education.

The Specialist Certificate may be granted to a candidate who achieves the standard for Part I of the Intermediate Certificate and who obtains B standing in the Practice Teaching, the written examinations and the practical tests of the course.

Ontario Teachers' Aquatic Standard – A candidate who meets this standard may be awarded a certificate endorsed 'Credit O.T.A.S.' A candidate who is exempted by a medical certificate from a course in aquatics or a candidate who has failed to meet the aquatic standard may be awarded a certificate in Physical and Health Education endorsed 'without aquatics'.

3700 *Seminar in Physical and Health Education – Women* (8 hours).
3900 *Seminar in Physical and Health Education – Men* (8 hours).
For Type A candidates in Physical and Health Education.
The Seminar is concerned with: educational concepts relative to

Physical and Health Education; scientific principles relative to human movement; organization and administration of all phases of the secondary school Physical and Health Education program; advanced methodology and teaching techniques. These seminars include the work of the H.S.A. Type B course in Physical and Health Education.

Additional Related Courses

105 *Current Health Problems in North American Society* (2 hours). A survey course including lectures and seminars related to such health areas as cardiovascular disease, mental health, air and water pollution, consumer health, drugs, and human sexuality.

115 *Outdoor Education* (2 hours). An introductory course emphasizing the use of the outdoor environment as an educational medium. An interdisciplinary program which includes lectures and seminars and devotes a considerable amount of time to field work.

132 *Physical and Health Education for Elementary Schools* (2 hours). A critical examination of teaching procedures which relate specifically to the aims of Physical and Health Education; an activity course based on participation in and examination of games, gymnastics and dance appropriate for the healthy development of children. Special emphasis will be placed on grades 7 and 8.

151 *Affective Learning through Physical Education.* Offered only in the Woodsworth College degree program.

Political Science

450 *Political Science* (5 hours). A program of lectures and seminars involving group work, presentations and films with specific reference to classroom practice. Political science as a discipline and its place in the secondary schools; the Government of Canada – machinery, process, performance and participation; principles of course construction – group preparation and presentation of representative units selected from Ontario Ministry of Education Guideline: People and Politics; current events in the classroom; examination of a variety of approaches to the teaching of Politics and Government; motivation and evaluation of students and teachers.

4300 *Political Science* (5 hours). A seminar-workshop course for Type A candidates combining the academic study of political science with practical experience in the pedagogy of the subject. Seminar discussions conducted by each member of the course centre around academic topics in the field of political science. Videotaped lessons by each candidate illustrating a variety of approaches provide a basis for critical analysis of effective methodology. One major research paper or project during the year.

53. Psychology and Sociology

455 *Psychology and Sociology* (5 hours). A series of seminars dealing with the curriculum of the secondary school course "Man in Society"; various approaches to teaching "Man in Society"; special techniques and curricular innovation as applied to "Man in Society". Preparation of a unit of study.

4500 *Psychology* and 5100 *Sociology* (5 hours). A series of seminars for Type A candidates dealing with the curriculum of the secondary school course "Man in Society"; systems models of the classroom; the application of social science theories to instructional behaviour; innovation and the process of curriculum construction; the role of the social scientist in the school milieu. Preparation of one major paper during the year.

54. School Librarianship

465 *School Librarianship* (10 hours). An introductory course for potential school librarians. The following aspects of the school library will be explored: Collection, including curriculum, recreational and basic reference materials; services; administration; organization of materials. Seminars for discussion of materials and student presentations, laboratory periods for practice, and lectures constitute the format of the course. *School Librarianship* 465 is Part I of a two-part program leading to the Intermediate Certificate in School Librarianship. To complete the requirements for the Intermediate Certificate, a summer session subsequent to one year of successful experience in a school library is required.

466 *School Librarianship* (6 hours). For candidates who hold an accredited degree in library science. Emphasis will be placed on services given by the school library, the curriculum development function of the school library, and special research projects. Successful candidates may be granted the Specialist Certificate in School Librarianship, on the recommendation of the Department.

55. Science Education

470 *Science* (4 hours). The role of science in elementary and secondary education; the aims and objectives of science education; science curriculum design; unit planning and lesson planning; a study of representative portions of contemporary science courses; an examination of the various approaches to the teaching of science; procedure and methods used to obtain maximum student interest and participation; recognition of individual student differences; the use of audio-visual aids in science teaching; source materials; the purchase, maintenance and use of equipment; testing and evaluation.

0300 *Biology* (6 hours). For Type A candidates in Biology.

0500 *Chemistry* (6 hours). For Type A candidates in Chemistry.

4100 *Physics* (6 hours). For Type A candidates in Physics.

Courses 0300, 0500, and 4100 consist of a series of lectures, seminars and laboratory workshops which emphasize the methodology and content of the Intermediate and Senior Divisions in the various branches of science. The content of *Science* 470 will also be covered with reference to the specialist teacher in each subject area.

Additional Related Courses

109 *Environmental Studies* (2 hours). From the areas of freshwater ecology, terrestrial ecology, soil ecology, environmental pollution, and urban studies, material is selected that can be used to supplement existing programs in schools or to build an interdisciplinary course in Environmental Studies. This course has a science base. Field experience is provided.

140 *Science Programs in Elementary Education* (2 hours). A course of particular interest to Type A candidates in Biology, Chemistry, or Physics. A study of the science programs currently used in elementary schools; teaching techniques and procedures specific to age level; correlation of science in the senior elementary grades and the junior secondary grades.

Bachelor of Education Degree Program (Woodsworth College)

56. Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education, in cooperation with Woodsworth College, University of Toronto, offers to holders of Ontario permanent basic teaching certificates a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Part II, Educational Theory, and Part IV, Additional Related Courses, as listed in the Woodsworth College calendar.

Admission Requirements:

a an approved degree from an accredited university (See Section 20).
b an Ontario permanent basic teaching certificate.

General Information:

1 The summer day sessions are of six weeks' duration.
2 the course in each subject will be thirty class hours.
3 A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

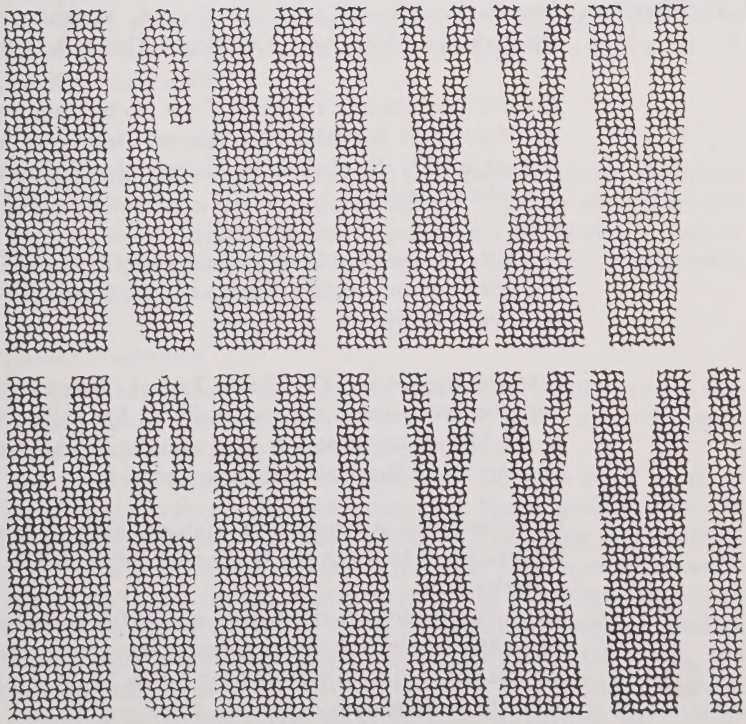
Inquiry and Application:

Co-ordinator of Part-time Study Degree Program, Faculty of Education (928-5261)

or

Woodsworth College, 119 St. George St., Toronto M5S 1A9 (928-2405)

Technical and Industrial Arts Teacher Education



One-Year Programs in Technical and Industrial Arts Education
(A) Vocational or Occupational Certificates and Bachelor of Education Degree

57. Bachelor of Education Degree and the Vocational Certificate, Type B, or Occupational Certificate, Type B (Practical Subjects)

The degree of Bachelor of Education will be awarded to a student who holds an approved degree from a recognized university, and who successfully completes the one-year program leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), awarded by the Ontario Ministry of Education.

Other candidates with suitable academic standing and wage-earning experience who meet the admission requirements peculiar to their subject areas may enter a one-year program leading to a Vocational Certificate, Type B, or an Occupational Certificate, Type B (Practical Subjects).

58. Certification

Interim Vocational Certificate, Type B, becoming when permanent the Permanent Vocational Certificate. This is the basic certificate.

Interim Vocational Certificate, Type A, becoming when permanent the Vocational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Technical Director in a secondary school.

Interim Occupational Certificate, Type B (Practical Subjects), becoming when permanent the Permanent Occupational Certificate. This is the basic certificate.

Interim Occupational Certificate, Type A (Practical Subjects), becoming when permanent the Occupational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Director of an Occupational Department.

Each certificate is issued on an interim basis, qualifying the holder for five years to teach the designated subject(s) in an Ontario secondary school.

Upon completion of two years' successful experience teaching the designated subject(s) in an Ontario secondary school, a holder of the interim certificate may request that it be made permanent by the Ministry of Education.

General tions of mission

An applicant for admission to the one-year program leading to certificates in Vocational, Occupational, or Industrial Arts must make application not later than August 15 to the Director of the Department of Technical and Industrial Arts, on a form to be obtained from him, and shall submit with the application:

1. *A birth certificate.* If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status. For the Vocational and Occupational Programs, male applicants shall be at least 23 years of age; female applicants shall be at least 21 years of age.
2. Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health and applies to all personnel who work directly or indirectly with pupils in the schools.

tional or pational rtificate, Type B

To this program may be admitted holders of an approved degree in engineering, architecture, nursing or science from a recognized university; graduates of polytechnical institutes or colleges of applied arts and technology; and skilled tradesmen.

Engineers

An applicant must hold a four-year degree from the faculty of applied science of a recognized university, and must submit statements to prove not less than two years' subsequent experience in the field of his/her major subject.

Technologists and Technicians

An applicant must hold a three-year diploma from an approved program offered by a polytechnical institute or college of applied arts and technology, which requires Ontario grade 12 standing as one of the conditions for admission. Three years of acceptable work experience must also be documented.

Skilled Tradesmen

An applicant is required to give evidence of a minimum of a secondary school graduation diploma, or equivalent; approved trade training; and experience (generally seven years).

The training or apprenticeship required is the same as for journeyman's qualifications in the trade concerned. Special training obtained in an approved day vocational school will be taken into account. Applicants shall submit statements from the persons or firms under whom they were trained, showing the length of the training period and the nature of the work. The trade experience required shall be several years as a wage-earning journeyman with reputable firms, and shall be such as to show that the applicant is a skilled craftsman, competent in the main branches of the trade concerned, and familiar

with its recent development. The length of the journeyman experience depends upon the nature of the trade. Documentary evidence of experience in the trade in approved shops shall be furnished by the applicant.

An applicant for admission to the program leading to the Occupational Certificate, Type B (Practical Subjects), shall furnish proof of wage-earning experience over at least seven years and involving at least three trade areas.

In calculating the total years of wage-earning experience and/or training, normally only those years subsequent to the date of the highest academic attainment used in the calculation can be credited unless the academic program of the candidate was interrupted for a number of years by such wage-earning activity.

NOTE:

1 In all cases the name of the degree, diploma, or apprenticeship must correspond with both the nature of the wage-earning experience and the subject to be taught.

2 A minimum of two years of Canadian wage-earning experience is required.

3 Successful completion of the practical portion of the Technical Proficiency Examination is required. This is a performance test.

61. Spring Program, Vocational or Occupational Type B

A 17-month program of teacher education leading to the Vocational Certificate, Type B or the Occupational Certificate, Type B (Practical Subjects), to begin April 7, 1975.

Admission requirements:

In addition to meeting the admission requirements of the Technical and Industrial Arts Department, an applicant must have the assurance from a board of education of an appropriate teaching position in a secondary school, commencing in September of the following year, and have the approval of the Ministry of Education.

The program has three components:

1 a session extending from April to August composed of 15 in-Faculty weeks and 5 weeks of practice teaching

2 a one-year, supervised internship in an Ontario school, during which he may obtain credit for a further six weeks of practice teaching

3 a six-week summer session

Candidates who successfully complete this three-part program will be recommended for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

ional or pational Type A

This program is offered to graduates of a faculty of applied science or a faculty of architecture or graduates holding the B.SC.N. degree from a recognized university, with at least 70% or B, whichever is higher, in the final and one other year. An applicant must submit evidence of not less than two years of approved wage-earning experience in the field of his major subject.

Each candidate must take the courses of the program for the Type B Certificate, and must obtain a minimum standing of B.

The candidate must take additional courses in the organization, administration, and supervision of vocational schools, educational measurement, curriculum development, comparative education, and philosophy of education.

ram for cational pational , Type B

The program consists of five parts:

PART I TEACHING SUBJECTS

All candidates will take the following courses:
Methods of Teaching the Technical and Industrial Arts 702
Principles and Practices of Technical and Occupational Education 703 (for Vocational/Occupational students only)

PART II EDUCATIONAL THEORY

All candidates will take the following courses:
Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical-Occupational Subjects 701
Educational Psychology as it applies to Technical Education 706
History and Philosophy of Technical Education 708

PART III PROFESSIONAL PRACTICE

Practice Teaching is a ten-week program, conducted in secondary schools, outside as well as within the area of Metropolitan Toronto. Candidates entering the course must be willing to accept practice teaching assignments to those schools selected by the Department of Practice Teaching. A candidate absent during regular practice teaching weeks may be required to make up the deficiency at the end of the session.

PART IV ADDITIONAL RELATED COURSES

a All candidates will take the following courses:
Communication Arts in Modern English: Expository Rhetoric and Semantics 707
Technical Workshop 713
b In addition, a candidate must elect one course from the following:
Introduction to Special Education 711
Mathematics 712

PART V TECHNICAL PROFICIENCY EXAMINATION

Theory 720
Each applicant will be required to pass a written examination de-

signed to test his attainments as a skilled worker in the subject concerned. The examination will be on the fundamental principles, operations, processes, and skills of the subject.

64. One-Year Session Leading to the Bachelor of Education Degree

To this program may be admitted an applicant who holds an approved degree in engineering, architecture, nursing, arts or science from a recognized university. Successful candidates with Canadian citizenship or Landed Immigrant status will be recommended to the Ontario Ministry of Education for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

The program consists of five parts:

PART I TEACHING SUBJECTS

As in Section 63, Part I.

PART II EDUCATIONAL THEORY

a All candidates will take the following courses:
Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical–Occupational Education 701

b In addition, a candidate must elect two courses from those offered in Section 63, Part II, or Section 21, Part II(b).

PART III PROFESSIONAL PRACTICE

As in Section 63, Part III.

PART IV ADDITIONAL RELATED COURSES

A candidate must elect one course from Section 21, Part IV.

PART V TECHNICAL PROFICIENCY EXAMINATION

As in Section 63, Part V.

65. Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

TEACHING SUBJECTS

702 *Methods of Teaching the Technical and Industrial Arts* (4 hours). An introduction to the methodology of teaching skills, concepts, and habits within technical and industrial arts facilities. The course is highly practical in nature with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. The writing of behavioural objectives, lesson planning, analysis of formal lesson types, and ways of maximizing the effectiveness of individual and small group instruction will be applied in a practice teaching workshop and in micro-teaching. Instruction and practice will be given in the preparation of instructional materials, and in methods of testing and evaluating performance.

703 *Principles and Practices of Technical and Occupational Education* (4 hours). An introduction to the basic philosophy of technical education, relating the concepts and generalizations of technical education to its role in general education; an examination of entering behaviours and learning needs of students; a discussion of facets of the teaching process emphasizing the most effective and efficient methods.

EDUCATIONAL THEORY

201 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

701 *Curriculum Development for Technical-Occupational Education* (2 hours). A course consisting of four separate assignments: Subject Analysis; Course of Study; Model Shop Plan; Equipment List and Budget. Subject analysis involving organization of the candidate's teaching subject into blocks and later into practical and theoretical lessons; unit, modular, and cluster courses of study designed to satisfy the needs of today's high school student; emphasis on design and planning of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a supplies budget and sample orders for some major equipment.

706 *Educational Psychology as it applies to Technical Education* (3 hours). An introductory course designed for teachers of Technical and Industrial Arts. As such, special reference is given to the application of educational psychology to teaching and learning practical subjects. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

708 *History and Philosophy of Technical Education* (2 hours). Designed to acquaint the student with the historical development of education and the philosophical concepts which underly it. The topics are set forth to show the vocational aspects of educational developments from the ancient world to the present and to reflect the theories and practices of education as advocated by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey and Whitehead. Stress will be placed on the influence of these philosophers on current vocational practice so that a proper perspective may be gained as we examine the various facets of general educational practice.

ADDITIONAL RELATED COURSES

707 *Communication Arts in Modern English: Expository Rhetoric and Semantics* (3 hours).

EXPOSITORY RHETORIC – WRITTEN (2 hours, Fall Term). Methods and patterns of clear and effective writing; relationship between seeing, thinking, and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

EXPOSITORY RHETORIC – ORAL (1 hour, Fall Term). Communicating with an audience; eliminating self-consciousness; voice improvement; oral reading; methods of effective oral presentation in the classroom. Video-tape is used extensively for self-evaluation of performance.

SEMANTICS (Spring Term). Introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstraction, thought and action; uses of language – both verbal and non-verbal – in popular culture, advertising, mass media, the press, religion, science, education.

711 *Introduction to Special Education* (2 hours). A preparation for teaching exceptional children, which includes philosophy, methodology and management of the various types of programs in the public school system, as well as psychology and mental health relating to slower learners.

712 *Mathematics* (2 hours). A course designed to acquaint the students with mathematics as taught at the secondary level, including *core* topics involving operations with fractions and decimals, the solution of linear equalities and inequalities, formulae, ratio and proportion, powers and roots; and *elective* topics chosen from trigonometry, problem solving, the slide rule, estimation and scientific notation, mathematical structure, relations and graphs and calculus.

713 *Technical Workshop* (3 hours). An opportunity for technical and occupational student teachers to broaden and upgrade their knowledge and skills in the teaching subject area in which they will be certified, or in a related teaching subject area.

(B) Industrial Arts Programs

ıdustrial 'tificates

Candidates with suitable academic standing and an Ontario Elementary, High School Assistant's or Vocational Teaching Certificate, or equivalent, may enter a one-year program leading to an Industrial Arts Certificate.

NOTE:
Each teacher of Industrial Arts in grades 1–6 must hold an Elementary School Teacher's Certificate in addition to his Industrial Arts Certificate.

Intermediate Industrial Arts Certificate
The Intermediate Industrial Arts Certificate qualifies the holder for five years as a full-time teacher of Industrial Arts in all divisions of elementary and secondary schools.
A Permanent Intermediate Certificate may be requested of the Ministry of Education upon completion of two years' successful experience in an elementary or secondary school in Ontario.

Specialist Industrial Arts Certificate
The Specialist Industrial Arts Certificate is based on advanced study beyond the Intermediate Certificate program. It is valid for five years. The holder may ask the Ministry of Education for a Permanent Specialist Industrial Arts Certificate upon completion of two years' successful experience in Ontario in Industrial Arts teaching.

. General ditions of dmission

An applicant for admission to the one-year program for certificates in Industrial Arts must make application, not later than August 15, to the Director of the Department of Technical and Industrial Arts, on a form to be obtained from him, and shall submit with the application:

1. *A birth certificate.* If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status.

2. Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

68. Intermediate Certificate Half-Year and One-Year Programs

If there are enough applicants, a special half-year program beginning in January will be offered to those who have successfully completed Parts I and II of the Elementary Industrial Arts summer program with a minimum standing of B in Part II.

In all cases, candidates who do not have the required B standing are required to complete the one-year program leading to the Intermediate Certificate in Industrial Arts.

The program consists of three parts. All courses are compulsory.

Part I Teaching Subjects

Material Science 632
Design Technology 640
Design Environment 645
Fabrication and Production 650

Part II Educational Theory

Curriculum Development 630
Philosophy of Contemporary Industrial Arts 634

Part III Professional Practice

Since each candidate enters the program with a teaching certificate, he is given only three weeks in a practice school. His teaching progresses from individual and group instruction to complete charge of routine duties and class instruction. If possible, the candidate is sent to an Industrial Arts room in an elementary, a junior high, and a secondary school.

69. Intermediate Certificate Spring Program

A program leading to the Intermediate Industrial Arts Certificate is offered in one session, from May 12 to August 15, 1975. This is an extension of the program leading to the Elementary Industrial Arts Certificate, and provides advanced experiences selected from the one-year program leading to the Intermediate Certificate.

Admission requirements:

1 an Occupational (Practical Subjects) or Vocational Certificate, or

2 an Ontario Elementary or High School Assistant's Certificate, or equivalent, and an Elementary Industrial Arts Certificate, or equivalent.

70. Specialist Certificate

Admission requirements:

1 an Ontario Intermediate Certificate in Industrial Arts; and

2 at least one subsequent year's successful teaching in the field of Industrial Arts, as verified by the supervisory officer concerned; and

3 evidence of having obtained not fewer than six grade 13 credits or approved equivalents, including one credit in English or français. It is recommended that the applicant include credits in mathematics and science.

The program consists of three parts:

PART I TEACHING SUBJECTS

A candidate must elect three of the following courses:
Architectural Drawing and Building Construction 660
Techniques of Visual Communication 661
Electricity Technology 662
Electronics Technology 663
Fabrication and Production (Junior Grades) 664
Foundation Design 665
Mechanics 666
Metal Fabrication and Production 667
Modern Materials 668
Plastics Fabrication and Production 669
Recreational Activities – Crafts 670
Design and Construction of Outdoor Recreational Equipment 671
Science Technology 672
Wood Fabrication and Production 673

PART II EDUCATIONAL THEORY

A candidate must elect three courses from a combined list of those given below and suitable courses from Section 21, Part II.
Special Topics in Creativity 123
Creativity and Problem Solving 681
Curriculum Development 682
Introduction to Research Techniques 684
Individual Research Project 686
Research Techniques 687
Comparative Education 750

PART III PROFESSIONAL PRACTICE

Each candidate is given at least three weeks of practice teaching in a program designed to satisfy the needs and interests of the individual candidate. Experimentation and the use of new methods are encouraged. Candidates are allowed to select the grade levels for their practice teaching and, with the cooperation of the associate teacher, are given the opportunity to modify and evaluate the curriculum. A written assignment is also required.

71. Details of Courses

INTERMEDIATE

630 *Curriculum Development* (1 hour). A study of the problems involved in developing the program and environment for teaching Industrial Arts. Lecture and assignment.

640 *Design Technology* (6 hours). Electricity and Electronics: concepts, applications, power mechanics, and central control of electricity; methodology and teaching techniques. Lecture and laboratory. Mechanics: simple machines and applications, fluid power; basic physics as applied to mechanics; methodology and teaching techniques. Lecture and laboratory.

645 *Design Environment* (6 hours). Introduction to basic elements and principles of visual aspects of the environment, and the process of designing, recording and communicating ideas in two and three dimensions; methodology and teaching techniques. Lecture and laboratory.

650 *Fabrication and Production* (12 hours). The development of basic skills in the use of hand tools and machines, and in the handling of materials. Areas of study include the processing of natural and synthetic materials. Problem-solving techniques are learned as the acquired skills are applied. Methodology and teaching techniques. Lecture and laboratory.

632 *Material Science* (2 hours). The study of the structure and properties of materials related to sources; production and use. Methodology and teaching techniques. Lecture and laboratory.

634 *Philosophy of Contemporary Industrial Arts* (2 hours). Current educational thought: contemporary aims, problems, and practices in education, with particular reference to Industrial Arts education. The general purpose of the course will be to present a philosophical insight to help students appreciate modern educational issues. Lecture and seminar.

SPECIALIST

660 *Architectural Drawing and Building Construction* (4 hours). An experimental approach to structures; a survey of current codes and practices of the construction industry; a study of the materials of construction, their properties and use in modern construction with special attention to their effect upon architectural design; a group construction problem. Methodolgy and teaching techniques. Lecture and laboratory.

661 *Techniques of Visual Communication* (4 hours). Technical drawing, sketching, photography, video and other techniques applied to the design process. Methodology and teaching techniques. Lecture and assignment.

662 *Electricity Technology* (4 hours). Theory and test of devices such as motors, relays and solenoid valves. Such devices to be used with various sensors for heat, light, sound, pressure and strain. A study of automotive systems. Methodology and teaching techniques. Lecture and laboratory.

663 *Electronics Technology* (4 hours). Semi-conductor theory with experiments and application; the use of experimental kits which provide suitable classroom problems. Methodology and teaching techniques. Lecture and laboratory.

664 *Fabrication and Production – Junior Grades* (4 hours). Industrial Arts activities for younger children.

665 *Foundation Design* (4 hours). Concerned with the education of vision through the design process by exploring basic design concepts within the limitations of tools, materials and techniques. Methodology and teaching techniques. Lecture and laboratory.

666 *Mechanics* (4 hours). Study and application of power sources and mechanical devices. Methodology and teaching techniques. Lecture and laboratory.

667 *Metal Fabrication and Production* (4 hours). Advanced study of metals as materials of construction; metal structures; methods of forming, assembly and treatment; tooling for production; design approaches, and application of theory and principles to a variety of metal fabrication fields. Methodology and teaching techniques. Lecture and laboratory.

668 *Modern Materials* (4 hours). Study of new materials and processes and their application in the Industrial Arts classroom. Lecture and laboratory.

669 *Plastics Fabrication and Production* (4 hours). Study of material and means of production in greater depth applied to design fabrication problems. Methodology and teaching techniques. Lecture and laboratory.

670 *Recreational Activities – Crafts* (4 hours). Study of craft materials and processes applicable to Industrial Arts teaching. Lecture and laboratory.

671 *Design and Construction of Outdoor Recreational Equipment* (4 hours). Design, construction and use of equipment related to outdoor recreation. Lecture and laboratory.

672 *Science Technology* (4 hours). Scientific principles applied in inventive construction cutting across activity boundaries. Methodology and teaching techniques. Lecture and laboratory.

673 *Wood Fabrication and Production* (4 hours). Advanced problems dealing with forming, fabrication and processing of wood and allied materials; machine methods with an orientation toward design for production on a limited production basis. Methodology and teaching techniques. Lecture and laboratory.

123 *Special Topics in Creativity* (2 hours). (See Section 46)

681 *Creativity, and Problem Solving* (4 hours). Psychology of problem solving; psychology of perception; stages in logical problem solving; system approach; problem solving as an educational strategy; creative technology. Lecture and seminar.

682 *Curriculum Development* (4 hours). The interaction of society and education; current curricular trends in Ontario education; dynamics of curriculum development. Lecture and assignment.

684 *Introduction to Research Techniques* (2 hours). Introduction to research techniques: purpose and rationale, sources of human knowledge, research and problem solving, e.g., definition of problem, related investigations, hypothesis, design of study, collection and evaluation of data, analysis of data, conclusion, report.

686 *Individual Research Project* (4 hours). A student who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. He must have completed course 684 or show evidence of research skills appropriate to the area of study, and submit a brief proposal acceptable to the Department.

687 *Research Techniques* (2 hours). Discussion based on assignments completed in course 684. Research techniques, statistical analysis; techniques of reporting; formulation of conclusions. (Prerequisite: 684 or equivalent)

750 *Comparative Education* (2 hours). (See Section 100)

Recommendation of Vocational, Occupational and Industrial Arts Certificates

ıal Standing

The final standing of students in attendance in the program for the Vocational Certificate, Type B Occupational Certificate, Type B (Practical Subjects), or programs for the Intermediate and Specialist Certificates in Industrial Arts, will be determined by the sessional records of the respective programs. The sessional records in each program represent oral and written exercises, practical work, research reports, frequent tests, and the results of term and final examinations.

The standing of candidates will be determined by the combined results of term work and of the final examinations in the subjects of Parts I, II and IV, by the examination results of Part V, and by the record of Professional Practice in Part III.

Standing in the subjects of Parts I, II and IV will be issued as follows: A 80–100, B 70–79, C 60–69, D 50–59, F below 50.
Final marks in any subject or for any Vocational, Occupational or Industrial Arts Certificate may not be issued until all assignments have been completed satisfactorily.

A student who obtains 50% in each of the courses in Parts I, II and IV and 50% assigned for Part III and for Part V, if applicable, may be recommended by the Council of the Faculty for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects) or the Intermediate or Specialist Industrial Arts Certificates. Candidates who complete the program under Section 64 may be recommended also for the Bachelor of Education degree by the Council of the Faculty.

A candidate who fails or withdraws from attendance may re-attend in a subsequent year, with the approval of the Council of the Faculty.

Performance Test

A candidate for the Intermediate Industrial Arts Certificate or the Specialist Industrial Arts Certificate must pass a performance test before being recommended for a certificate.

74. Technical Proficiency Examinations

A candidate for the Vocational or Occupational Certificate, Type B, must obtain at least 50% in each of the practical and theory portions of the appropriate Technical Proficiency Examinations.

75. Supplemental Privileges, Appeals, and Academic Rights of Students

A candidate for the Vocational or Occupational Certificate, Type B, (Practical Subjects) or the Intermediate or Specialist Certificate in Industrial Arts who passes in Part III (Professional Practice) and fails in not more than two subjects of Parts I, II, and IV shall be exempted from further attendance. The subject(s) failed must be re-written at an annual examination to complete standing for a certificate.

It is the responsibility of the student concerned to apply, not later than July 1, for permission to write the supplemental examinations in which standing is desired.

The statements about academic records and academic rights of students (Section 10), also apply to all candidates for Vocational, Occupational, and Industrial Arts Certificates.

FAILURE IN MORE THAN TWO SUBJECTS

Candidates who fail in more than two subjects of Part I or Part II or in either division of Part III (Professional Practice) will be required to attend and successfully complete another session as follows:

1 Candidates for Vocational, Occupational (Practical Subjects) or Industrial Arts Certificates shall attend the January–May session of the one-year program.

2 Candidates for the Vocational, or Occupational (Practical Subjects) Certificates, Type A or Specialist Industrial Arts who fail in two or more subjects will be required to repeat the session concerned.

FAILURE IN TECHNICAL PROFICIENCY EXAMINATIONS

Candidates who obtain a standing below 50% in either the theory or practical examination may attempt a supplemental examination in June, 1976. Those who fail to obtain 50% in this supplemental examination will be excluded from further professional training.

A candidate who attends the regular one-year program may attempt the theory examination in Technical Proficiency in the spring, 1976.

Student Awards

NOTE: As the value of an endowed scholarship or prize is dependent on the actual income of the fund, it is possible that the value of certain scholarships and prizes at the time of payment may be less than the amount stated in the calendar.

The William Pakenham Fellowship in Education

The late Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a Bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

e Pakenham morial Prize

As a memorial to Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize to the value of the interest on $1,000. The Prize will be in the form of books stamped with the Coat of Arms of the University of Toronto, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the Faculty, in the subjects of Parts I, II and IV of the High School Assistants' Program, Type B, and in Practice Teaching.

The Hugh W. an Memorial Prize of The Ontario Secondary ol Teachers' Federation

The Ontario Secondary School Teachers' Federation has founded an annual scholarship to the value of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. The prize will be awarded by the Scholarship Committee of the Federation at the close of each session, and after receipt of a report from the Council of the Faculty of Education, to the student in regular attendance throughout the session in the High School Assistants' Program who has shown

'the most outstanding qualities of scholarship, teaching ability, and character.'

79. International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $200 to be awarded annually to one or more students registered in the Faculty of Education on the basis of participation and achievement in the Computer Studies Course. Application not required.

80. The Morgan Parmenter Memorial Award in Counsellor Education

Established by Mrs. M. D. Parmenter and Mr. G. T. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Counsellor Education Course in the one-year Bachelor of Education degree program and is based on scholarship, teaching ability and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

81. Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto, M7A 1C6 (965-3208).

Institute of Child Study

Institute of Child Study

82. Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Director's Office, Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre for research with children and for professional training in Early Childhood Education and Child Assessment and Counselling. There are approximately 70 students registered each year in the program leading to the Diploma in Child Study. The laboratory school, which operates from September to June, with an enrolment of 185 children ranging in age from 3 to 12 years, serves as a resource both for students in the Diploma program and for research activities of the students and staff.

The Institute was founded in 1926, as St. George's School for Child Study – the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

ım Leading Diploma in Child Study

Qualified students may participate in the academic program of the Institute under one of the following arrangements:

1 Two-year program for students enrolled in Early Childhood Education or Child Assessment and Counselling. Candidates must successfully complete ten full courses, including all courses prescribed. In special cases, the two-year program may be taken in three years.
2 One-year program for students with prior professional training and experience. Candidates must successfully complete five full courses, including all courses prescribed. The one-year program may be taken in two years.
3 Occasional students, not proceeding to the Diploma, may enrol in one or more courses with the approval of the instructor(s). In exceptional cases, an occasional student may be granted credit toward the Diploma for courses taken at the Institute within the two previous years.

NOTE:
1 A full course normally involves two hours per week of lectures throughout the academic year, and, in some cases, field work.
2 A student may take one or more approved courses in another division of the University as part of the Diploma program.

Academic Requirement for Admission
A Bachelor's degree, with B standing, from a recognized university.

Enrolment Procedure
Application forms will be supplied by the Secretary of the Institute, on request. Enrolment is limited. Applications should be submitted as early as possible in the calendar year and not later than April 15. In the event that a space is not immediately available, an eligible applicant's name will be placed on the waiting list.
An applicant must submit with his application:

1 an official transcript of a complete university course, or an official transcript of university work to date and a complete official transcript as soon as available,

2 an official statement of other academic or vocational courses, if applicable,

3 two references from persons familiar with his or her academic and professional pursuits,

4 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

An interview will be required of each applicant unless distance makes this impossible, in which case the application may be considered on

submitted records, and the applicant will, if accepted, be interviewed at the time of registration.

For a candidate whose first language is other than English a requirement for admission may be the passing of the Communication Test for Teaching in the English Language, administered by the Faculty. (See Section 9)

Conditions for Final Standing

A student must complete all sections of the prescribed program with an overall B standing. Standings are based on assignments throughout the year and on participation in seminars, projects, and field practicum. A student who fails may re-attend with the approval of the Council of the Faculty.

A student who wishes special consideration because of illness or other causes should make representation in writing to the Director before the close of the academic year.

Fees (See Section 17)

Description of Programs

84. Early Childhood Education

Specialized study of the young child will include an overview of current preschool techniques, observation of and programming for individual children, and selected courses in the general field of child study. During the first year provision will be made for extensive practice in the Institute's school and in other centres. Second-year students will be responsible for developing programs in the Institute's Preschool Division, and further practice will be arranged in areas of special interest to the student. Further specialization in infancy, or research in early childhood education, is possible as described below. Students with professional training and prior experience in elementary or early childhood education who have been admitted to a one-year program will arrange a combined first- and second-year program in consultation with the co-ordinator of the Early Childhood Education Program.

FIRST YEAR:

020 Introduction to Early Childhood Education
023 Special Topics in Early Childhood Education
024 Teaching Practicum
One of:
021 Assessment of Young Children in Play and Educational Settings
022 Analysis and Evaluation of Children's Learning Tasks
Elective: equivalent of one full core course.

SECOND YEAR:

026 Programming for Young Children
027 Advanced Teaching Practicum

Electives: equivalent of three full courses, chosen from the core courses, course 021 or 022, research seminars, or appropriate courses elsewhere in the University.

Early Childhood Education–Infancy Specialization
Cognitive, emotional, and social development, and the implications of attachment, separation and deprivation in infancy will be studied, as a base for evaluating the strengths and weaknesses of current infant day care programs.
FIRST YEAR: required first year courses in the Early Childhood Education Program, except that Part B of course 023 may be omitted; Development in Infancy 004; and Infant Studies I 040.
SECOND YEAR: required second year courses in the Early Childhood Education Program; Infant Studies II 041; and two electives.

Early Childhood Education–Research Specialization
Students will be expected to complete one major piece of research in the second year of study. This may be done as part of a team of several students. Additional courses in research methodology elsewhere in the University may be selected.
FIRST YEAR: required courses in the Early Childhood Education Program and Research with Children 005. (Part B of 023 may be omitted or postponed to the second year in favour of an additional core course or research seminar if desired.)
SECOND YEAR: required courses in the Early Childhood Education Program; at least one research seminar; Analysis and Evaluation of Children's Learning Tasks 022 (if not chosen in first year); and one or two electives. One empirical study will be completed. Teaching practicum requirements in course 027 will be reduced.

Assessment Counselling

In the first year, the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school, as part of the teacher-counsellor team.
In the second year, the student is introduced to methods of interviewing children and adults, and the theories and techniques of therapeutic intervention. Opportunities are given for observation of and participation in interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied. This program may be combined with a specialization in infancy or research.

NOTE: Courses in this program are not open to occasional students.

FIRST YEAR:
003 Group Processes and Family Life

030 Introduction to Assessment of Children
032 Practicum in Educational Programs and Counselling

Two Electives: equivalent of two full courses, at least one to be chosen from the core courses.

SECOND YEAR:
035 Special Topics in Childhood Assessment and Counselling
036 Theories of Counselling
037 Practicum in Assessment and Counselling
038 Treatment of Child Behaviour Disorders (half course)
039 Rorschach Analysis (half course)
Elective: equivalent of one full course, chosen from core courses, research seminars, or appropriate courses elsewhere in the University.

Assessment and Counselling – Infancy Specialization

FIRST YEAR: required first-year courses in the Child Assessment and Counselling Program; Development in Infancy 004; Infant Studies I 040; elective: at least one half course. Practicum will provide an opportunity to become familiar with infants and make use of developmental tests.

SECOND YEAR: required second-year courses in the Child Assessment and Counselling Program; Infant Studies II 041. Opportunities will be provided for testing and assessment of both normal infants and those with disabilities.

Child Assessment and Counselling – Research Specialization

Students will participate in research practice in the second year of study, and will be expected to complete one major piece of research. (This may be done as part of a team of several students.) Additional courses in research methodology elsewhere in the University may be selected. Research practica will replace the Assessment and Counselling practicum.

FIRST YEAR: required courses in the Child Assessment and Counselling Program; Research with Children 005; and one elective.
SECOND YEAR: one major research practicum (including an empirical study) and up to three other electives, including at least one other Institute research seminar.

86. Core Courses

001 *Child Study.* An examination of the principles of development of children and a consideration of the influences affecting the course of such development. The implications for children's care and education will be considered.

002 *Introduction to Child Development.* Designed for students with little or no background in psychology or child development. The readings will survey theoretical, empirical and methodological aspects of

areas in developmental psychology such as cognition, learning, intelligence, language, motivation, perception and social-personal development.

003 *Group Processes and Family Life.* An examination of family life from the standpoint of small group theory and research. Socialization processes in the context of family life will be related to prospects for fostering social competence. Case material and live interviews with normal families will be used to provide students with an opportunity to analyze family interaction and plan remedial programs.

004 *Development in Infancy.* An examination of the development of children from birth to two years, with a view to understanding normal development and recognizing deviations from it. A study of the effects of prenatal influences, birth trauma, and postnatal experiences on later personality. An investigation of the research literature having a bearing on these factors. Observation of infants in various settings.

005 *Research with Children.* Students will be introduced to applied research with children through planning and conducting several small studies, as well as examining published research. Aspects of working with children in research settings: observation, construction of measures, and description of results will be illustrated.

006 *Theories of Human Development* (half course). An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

007 *Personality Development and Socialization.* An examination of major critical developments characteristic of infancy through adolescence. Mental health aspects are considered in relation to personality development at various stages with the primary focus on the concept of security. Practice is provided in the administration and interpretation of personality tests for school-age children, with emphasis on the Primary Form and Elementary Form of the Institute of Child Study Security Test.

008 *Cognitive Development* (half course). An investigation of the basic concepts in cognitive psychology, with emphasis on developmental aspects. (Required of first-year students in the Child Assessment and Counselling Program who have no previous courses in this area.)

009 *Language Development.* The first term will provide an overview of issues in the field of language development, with emphasis on the

relationship between the processes through which children acquire language and those involved in cognitive development. In the second term each student will select one area to be studied in depth and carry out a small research project. Open to students in the first or second year of both programs. Some previous study of psychology is a prerequisite. (The first term may be taken for half-course credit by permission of the instructor.)

010 *Physical, Physiological, Nutritional, and Perceptual-Motor Development.* Not offered in 1975–76.

011 *Programs in Special Education* (half course). The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with learning disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

87. Early Childhood Education

020 *Introduction to Early Childhood Education.* A general introduction to the study of young children, with emphasis on how children learn. (This course must be taken in conjunction with course 024.)

021 *Assessment of Young Children in Play and Educational Settings.* Includes observation, assessment, and individual educational planning for young children, with emphasis on the role of play in the child's development, and on the impact of handicaps.

022 *Analysis and Evaluation of Children's Learning Tasks.* Students will observe behaviour of young children involved in a variety of learning tasks and analyze the skills and knowledge prerequisite to these tasks. The analysis will serve as the basis for setting objectives for individual children and for designing and evaluating educational experiences to achieve these objectives.

023 *Special Topics in Early Childhood Education.* Seminars and workshops in which students will explore music, art, drama, movement and other physical development (Part A); and language, reading, science, and other quantitative skills (Part B). Students in the specializations in infancy or research may elect to take Part A only for a half-course credit.

024 *Teaching Practicum.* Includes an average of twelve hours a week supervised practice teaching in the Institute's laboratory school and elsewhere. (This course must be taken in conjunction with course 020.)

026 *Programming for Young Children.* This seminar provides an opportunity for intensive study of programs for young children (e.g., Montessori, "traditional", direct teaching). These will be analyzed in the perspective of programs developed by students during the year.

027 *Advanced Teaching Practicum.* Includes an average of nine hours a week practice teaching, involving the development and implementation of an early childhood education program in the laboratory school, and also practice outside the laboratory school in a setting or settings chosen by the student. As part of this practicum a seminar is conducted on problems encountered, program development and implementation, parent participation, administrative issues and community resources.

ssessment
:ounselling

030 *Introduction to the Assessment of Children.* An introduction, in seminars and practice, to theories and methods of assessing intellectual, emotional, and perpetual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized method of making observations. Students are trained to assemble information from different sources. Clear and effective report writing is emphasized.

032 *Practicum in Educational Programs and Counselling.* Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing; examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjunction with the practicum.

035 *Special Topics in Child Assessment and Counselling.* Designed to enhance student listening and understanding skills in interviewing and counselling settings. It focuses on (i) critical analysis of key concepts such as defense mechanisms, counsellor values and insight; (ii) research findings on therapy outcomes and counsellor characteristics; and (iii) special areas such as psychology of women, parenting the handicapped, and divorce. In addition, a laboratory in basic counselling skills is provided. Both tape-recorded and video-taped interviews are examined for the light they throw on such topics as the latent versus the manifest meaning of verbal language, planning a diagnostic intake interview, and process versus content in psychotherapy.

036 *Theories of Counselling.* Exploration of several theories of the counselling process. Gentle scepticism toward all will prevail. Efforts will be made to understand and account for the utilization of components of various theories in different field practice settings.

037 *Practicum in Assessment and Counselling.* Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

038 *Treatment of Child Behaviour Disorders* (half course). Various lecturers describe the nature of their specialized work with autistic, retarded, and schizophrenic children, and the course instructor integrates these presentations into a comprehensive survey of diagnosis and treatment of childhood disorders. Discussions emphasize the necessary handling skills in each case. The structure and functions of several local treatment agencies are analyzed.

039 *Rorschach Analysis* (half course). Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to clinical diagnosis and estimating prognosis in psychotherapy. This course includes practical training in the writing of personality evaluations based on Rorschach responses.

89. Infancy Specialization

040 *Infant Studies I* (half course). Seminars to discuss issues pertinent to infant development under a variety of conditions in homes and group care. Students enrolled in Early Childhood Education will have some practicum in infant day care centres and this will provide a basis for evaluating a variety of child care practices. Students enrolled in Child Assessment and Counselling will explore the information about infant developmental tests, and have an opportunity to use one of the current tests. Required of first-year students in either program specializing in infancy.

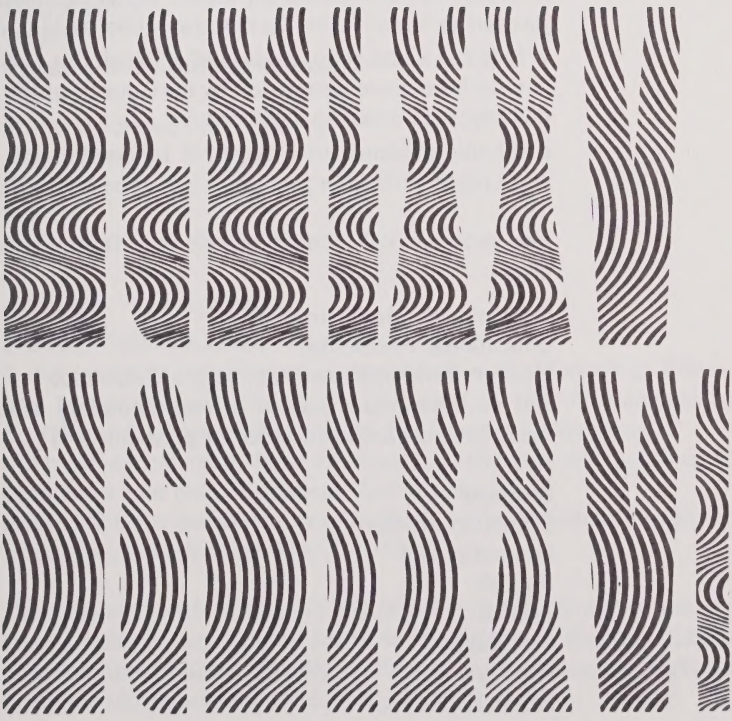
041 *Infant Studies II.* Seminar will cover research findings on cognitive, language, social, emotional and intellectual development. Students will present papers on specialized topics for discussion and critical evaluation. Further practicum in both options is required and arranged. Required of second-year students in either program specializing in infancy.

90. Research

050 *Research Seminars and Practica.* An opportunity for students to participate in current staff research projects. These include social development, day care environments, semantic development, curriculum and other topics in early childhood education. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis.

060 *Independent Study* (one half or one full course). Students may plan individual reading, field study, or research projects with members of the staff.

Summer Sessions



91. High School Assistants' Type B Summer Program for Teachers with Professional Education

A summer program leading to the High School Assistant's Certificate, Type B, will be held from June 30 to August 8, 1975.

An applicant will be admitted who:

a holds a university degree approved for admission to the High School Assistants' Type B program,

b i holds an Ontario Interim Elementary School Teacher's Certificate, Standard Four, or

ii holds a Permanent Elementary School Teacher's Certificate, Standard Four, and does not have a contract with a secondary school board, or

iii holds an acceptable teaching certificate other than **i** or **ii** above, or

iv is eligible for a secondary school Letter of Standing but wishes to familiarize himself with the Ontario school system, or

v failed in a one-year program of a Faculty or College of Education but has been given permission by the Council of the Faculty to attend this course to make up a deficiency.

c submits evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding June 30, 1975.

The program will consist of offerings from the following Departments:

Educational Administration
Educational Psychology
History, Philosophy and Sociology of Education
and an appropriate pattern of two secondary school subjects from the following (See Section 23 for prerequisites):
Art
Business
Computer Studies
Dramatic Arts
English
French
Geography
History
Home Economics

Latin
Mathematics
Physical and Health Education
Psychology and Sociology
School Librarianship
Science

gh School ssistants' Seminars

Summer Seminars leading to the following High School Assistant's Certificates, Type A, alone or in combination, will be offered from June 30 to August 8, 1975 (subject to sufficient registration):

Anthropology
Art
Biology
Chemistry
Dramatic Arts
Economics
English
French
Geography
German
Greek
History
Latin
Mathematics
Music
Physical and Health Education
Physics
Political Science
Psychology
Russian
Science
Sociology

Admission requirements:

1 a High School Assistant's Certificate,
2 the academic requirement as prescribed in the Ministry of Education Memorandum 1970–71:51. (Transcripts will be evaluated by the Office of Advanced Standing of the Faculty of Education.)
NOTE: If necessary to limit enrolment, preference will be given to candidates who hold Permanent Certificates.
Application for enrolment must be made to the Registrar, Faculty of Education, not later than May 1, 1975.

Business Education

Teachers who wish to enrol in any of the following Summer Sessions should write for application forms to the Principal, Business Education Summer Courses, Faculty of Education, and should submit the completed form not later than April 15, 1975.

Summer Sessions leading to Part I, Part II and Specialist in Accountancy, Data Processing, Marketing, or Secretarial will be held at Central High School of Commerce, Toronto, for candidates who hold a High School Assistant's Certificate. Candidates with Elementary School Teacher's Certificates may also attend the Intermediate courses.

Examination centres:

a Examinations in the non-machine subjects will be held on April 12, 1975, at the Faculty of Education and, if sufficient candidates apply, at Thunder Bay, Sault Ste. Marie, North Bay, Ottawa and Windsor only.

b Examinations in the machine subjects will be held on April 19, 1975, at the Faculty of Education and, if sufficient candidates apply, at Thunder Bay, Sault Ste. Marie, North Bay, Ottawa and Windsor only.

Permission to write will be based on the requirements listed below. Requests to write the examinations should be made to the Principal, Business Education Summer Courses, before March 1, in the year of writing. The timetable of examinations will be mailed to a candidate when his or her application is accepted.

Supplemental examinations:

A candidate who has failed to obtain standing in the Principles and Practices of Teaching a Business Education subject at a previous session may try the supplemental examination at the end of the Summer Session.

Requirements for writing examinations:

A candidate may write an examination when:

a Intermediate Part I or II Faculty correspondence courses have been successfully completed; or

b Intermediate Part I or II subjects have been taught by the candidate for two years within the last three years, as certified by the Principal, or

c official evidence is presented of the successful completion of Intermediate Part I or II subjects at a night school course, secondary school option course, a business college course, or an approved machine company course.

94. Counsellor Education

The Program, which consists of four parts, leads to the Specialist Certificate in Guidance, and will be offered from June 30 to August 1, 1975.

Admission requirements:

Part I

a a certificate qualifying the candidate to teach in an elementary or secondary school in Ontario;

b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Part II

Part I of the Counsellor Education Program.

Part III

a Part II of the Counsellor Education Program;

b evidence, certified by a supervisory officer, of one year's successful teaching experience in Ontario, including at least 180 hours of successful guidance and counselling; or a letter from a supervisory officer attesting to the candidate's suitability for further training in counsellor education following completion of Part II of the Counsellor Education Program.

Part IV

Part III of the Counsellor Education Program.

Advanced Standing

Exemption from one or more courses leading to an advanced certificate may be requested upon submission of:

a transcripts of graduate courses in guidance and/or counselling,

b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Admission

Completed application forms must be returned, with necessary documents, not later than April 15, 1975, to the Principal, Summer Courses in Counsellor Education, Faculty of Education.

PROFESSIONAL DEVELOPMENT

Counsellors, administrators and others who hold an Ontario Specialist Certificate in Guidance, or its equivalent, are encouraged to return for further course work in order to maintain their skills at optimum level. The Counsellor Education Department is prepared to create special timetables for those who wish to update their professional skills. Further information on the courses is available from the Principal.

amatic Arts

Three six-week summer sessions lead to the Specialist Certificate in Dramatic Arts. The first and second summer sessions lead to letters of success indicating successful completion of Parts I and II of the program. The third summer session leads to the Specialist Certificate in Dramatic Arts.

Each course will be offered at either the Foundation or Advanced level, or at both levels. Normally, candidates are free to select any three courses for credit toward the Specialist Certificate. Details and application forms may be obtained from the Principal, Summer School Program, Dramatic Arts Department, Faculty of Education. Applications must be submitted not later than May 10, 1975.

96. Home Economics

A course leading to the Intermediate Certificate in Home Economics will be given from June 30 to August 8, 1975. Admission requirements are an Elementary School Teacher's Certificate and evidence of successful completion of five approved university courses in Home Economics with a standing not lower than 60% or C, whichever is higher. Candidates who have not already started on an approved program of the university courses in Home Economics will be required to have a university degree including the Home Economics courses, before admission. This course is given only when a sufficient number of candidates apply.

Applications must be submitted not later than May 10, 1975 to the Principal, Home Economics Summer Courses, Faculty of Education.

97. Physical and Health Education

Intermediate Summer Sessions (Secondary School Teachers)

The program leading to an Intermediate Certificate in Physical and Health Education consists of two Summer Sessions (Intermediate, Parts I and II). These will be held from June 30 to August 8, 1975. Applicants for admission to the Summer Sessions must hold a High School Assistant's Certificate.

Specialist Summer Session (Secondary School Teachers)

The Summer Session leading to the Specialist Certificate will be held from June 30 to August 8, 1975.

Applicants for admission must hold a High School Assistant's Certificate and an Intermediate Certificate in Physical and Health Education, and have taught for a period of at least one year in a secondary school in Ontario, or in grade 9 or 10 of an elementary school or a separate school in Ontario, or hold a High School Assistant's Certificate and a Supervisor's Certificate in Physical and Health Education.

Applications

Application forms may be obtained from the Chairman of Women's Physical and Health Education, or from the Chairman of Men's Physical and Health Education, Faculty of Education. Completed application forms must be returned not later than April 15, 1975.

Summer Courses for Elementary School Teachers

The following courses leading to the appropriate Ministry of Education certificates will be offered by the Physical and Health Education Departments (Men and Women), June 30 to August 1, 1975.

1 *Elementary, Type B.* Admission requirement: a certificate or Letter of Standing qualifying the applicant to teach in an elementary school in Ontario.

2 *Intermediate, Type B, Part I.* Admission requirement: completion of the Elementary, Type B course or its equivalent.

3 *Intermediate, Type B, Part II.* Admission requirement: completion of Part I of the Intermediate, Type B course.

4 *Supervisor's Course.* Admission requirement: an Intermediate Certificate in Physical and Health Education, Type B, and at least five years' approved teaching experience.
Further information and application forms may be obtained from the Chairman, Physical and Health Education Department (Men's), Faculty of Education. Applications must be submitted not later than April 15, 1975.

Medical certificates
Each applicant is required to forward by June 15 a medical certificate from his own physician indicating that he is physically fit to take a summer session in Physical and Health Education. Applications will not be finally accepted until this condition has been fulfilled.

98. School Librarianship

Two six-week summer sessions, Intermediate Parts I and II, leading to the Intermediate Certificate in School Librarianship, will be offered from June 30 to August 8, 1975.

Intermediate, Part I. Admission requirements: a High School Assistant's Certificate; and, evidence of one year's successful teaching in an Ontario secondary or junior high school.

Intermediate, Part II. Admission requirements: successful completion of School Librarianship, Intermediate Part I course and one year's successful experience in an Ontario secondary or junior high school library during a minimum of 15 periods per week subsequent to completion of the Intermediate Part I course.

Further information and application forms may be obtained from the School Librarianship Department, Faculty of Education. Completed applications must be submitted by May 1, 1975.

Vocational Occupational

VOCATIONAL/OCCUPATIONAL (PRACTICAL SUBJECTS), TYPE B, SUMMER PROGRAM FOR TEACHERS WITH PROFESSIONAL EDUCATION
Courses leading to the Vocational or Occupational Certificate (Practical Subjects), Type B, will be offered from June 30 to August 15, 1975, for holders of a Permanent High School Assistant's Certificate (or of equivalent qualifications meeting Ministry of Education requirements for Vocational Certification) who have an assignment to teach a vocational-technical course.

The program consists of three parts:

Part I – *Teaching Subjects*
All candidates will take selected topics from the courses:
Methods of Teaching the Technical and Industrial Arts 702
Principles and Practices of Technical Education 703

Part II – *Educational Theory*
Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical-Occupational Education 701
Educational Psychology as it applies to Technical Education 706

Part III – *Technical Proficiency Examination*
Theory 720
Each applicant shall be required to pass written examinations designed to test skills attained in the subject concerned. The examinations shall be on the fundamental principles, operations, processes, and skills of the subject.

SUPPLEMENTARY VOCATIONAL SCHOOL TEACHER'S CERTIFICATE

A summer program will be offered from June 30 to August 1, 1975, in a number of subject areas leading to the Supplementary Vocational School Teacher's Certificate (subject named), valid for not more than one-half of a teacher's full-time teaching schedule at the intermediate level of a secondary school.

Admission requirement:
An Interim or Permanent Vocational Certificate, Type B, in the same technological cluster as that of the subject for which application is being made. An applicant whose certificates do not meet this criterion may also be admitted if sufficient background can be proven in the second subject area. Further details are available from the Director, Technical and Industrial Arts Department.

The program has three components:

1 a 125-hour course in the theory and practical applications of the vocational subject.

2 a 25-hour course, "Constructing an Innovative Program", to develop competence in designing course modules or complete programs based on transfer and integration of new knowledge.

3 Technical Proficiency Examinations: written and practical examinations in the subject area as arranged by the Supervisor, Technical Proficiency Evaluation. Examinations will be held at the end of the program and will be based on the fundamental principles, operations, and skills of the subject at the intermediate level.

VOCATIONAL CERTIFICATE, TYPE A

A Program leading to the Vocational Certificate, Type A, will be offered in summer sessions from June 30 to August 1, 1975.

Admission requirements:
a a Permanent Vocational Certificate, Type B;

b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.
The completing session will be open to a candidate who:
obtains standing in the initial session; or holds an approved four-year degree in Applied Science (B.SC., or B.A.SC.), Architecture (B.ARCH.)

or Nursing (B.SC.N.), and an Interim Vocational Certificate Type B, and who submits a statement from the supervisory officer concerned that he or she has taught satisfactorily for a minimum of one year.

NOTE: A candidate in the latter category will take a special program.

Program of studies:
A candidate will complete six courses consisting of four Professional Development courses and two Technological or equivalent courses.

OCCUPATIONAL CERTIFICATE, TYPE A (PRACTICAL SUBJECTS)
The initial and completing summer sessions leading to the Occupational Certificate Type A (Practical Subjects) will be offered from June 30 to August 1, 1975.

Admission requirements:

a a Permanent Occupational Certificate, Type B (Practical Subjects);

b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching, and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.

The completing course will be open to a candidate who obtains standing in the initial session.

Details of Courses, Vocational ccupational ertificates, Type A

PROFESSIONAL DEVELOPMENT COURSES
Vocational, Type A: 750, 751, 752, 753, 758, 759
Occupational, Type A: 750, 753, 755, 756, 757, 758, 794, 795

750 *Comparative Education*
An introduction to education in other Canadian provinces and other countries, providing a framework for comparison with the Ontario system. An examination of the similarities and differences currently exhibited by the educational systems in Canada, the United States, the United Kingdom and Russia will focus on such major topics as tradition, social change, resources, constitutions, nationalism, selection of elites, urbanization and technology.

751 *Curriculum Development*
An examination of the theory of curriculum development in the field of vocational education through an analysis of individual and group behaviour, using Getzel's social role model as a basis for the study, and the effects upon the schools of current plans for curriculum development by local groups and the Ministry of Education. Topics include definitions of curriculum, influences affecting curriculum designs, and evaluation of curriculum.

752 *Test Construction and Educational Measurement*

The first part of this course provides opportunities for teachers to practice construction of valid and reliable testing instruments for use in classroom practice. The second part uses basic statistical techniques to clarify and evaluate results obtained in classroom test situations.

753 *Philosophy of Education*

An attempt to answer the question "What are the proper aims of education?" by examining the basic metaphysical, moral and political issues through a study of selected readings by such thinkers as Plato, Locke, Rousseau, Kant, Dewey, Whitehead, Russell, Maritain and Hook.

755 *Problems in Special Education*

An exploration of the origin of and solutions for philosophical attitudes and managerial methods contributing to school-oriented problems peculiar to the practical subject areas of the school system. Discussion topics are largely based upon experiences provided by class members.

756 *Society and the School*

An exploration of the role of the school as an agent of modern society and its functions in the development of youth based on the interaction of varying cultures, moral standards and attitudes of different cultural and socio-economic groups.

757 *Mental Health and Hygiene*

A course based on the premise that sound mental health is necessary to successful progress in education. A study will be made of the effects on the learning processes of students by factors such as behaviour mechanisms, social influences on personality and adjustments to varied situations.

758 *Supervision*

An introductory course for teachers who wish to acquire a greater awareness of the characteristics, skills and trends of supervisory relationships. Leadership, human relations, individual and group behaviour, organizational goals, efficiency, and communication will be discussed.

759 *Administration*

A study of the administrative functions within the secondary school system of Ontario. School administration, organization, timetabling, problem solving, decision making, as well as personnel selection, development and effectiveness will be discussed.

794 *Special Education I*

795 *Special Education II*

TECHNOLOGICAL COURSES

Vocational and Occupational, Type A

Electrical and Electronics I 770
Electrical and Electronics II 771
Fashion and Design I 772
Fashion and Design II 773
Fluid Power I 774
Fluid Power II 775
Fluid Power III 776
Graphic Arts I 777
Graphic Arts II 778
Mathematics I 779
Mathematics II 780
Mechanical Technology and Engineering Science I 781
Machine Tool and Workshop Technology I 782
Thermal Engineering II 783
Advanced Welding II 784
Machine Design II 785
Engineering Graphics II 786
Vocational Art I 787
Vocational Art II 788
Wood Technology I 789
Wood Technology II 790
Wood Technology III 791
Special Education I 794
Special Education II 795
Photography 796
Automotive Technology 797

NOTE:

Applications must be received not later than May 9, 1975 for any Vocational or Occupational Summer Session mentioned above. Application should be made to the Director, Technical and Industrial Arts Department, Faculty of Education.

lustrial Arts Elementary Certificate

Part I and Part II of the two-summer program leading to the Elementary Certificate in Industrial Arts will be offered from June 30 to August 15, 1975.

Admission requirements:

1 a certificate or a Letter of Standing qualifying the applicant to teach in an elementary or secondary school in Ontario.
2 successful completion of Part I admits to Part II.

NOTE:

A candidate admitted on a Letter of Standing may not be issued a certificate until he holds a basic Ontario teaching certificate.

Program:

Part I	Part II
Design Technology I 600	Design Technology II 601
Design Environment I 602	Design Environment II 603
Fabrication and Production I 604	Fabrication and Production II 605
Material Science I 606	Material Science II 607
Curriculum Development I 608	Curriculum Development II 609
Philosophy I 610	Philosophy II 611
Administration I 612	Administration II 613

102. Details of Courses

600 *Design Technology 1*

Electricity: Introduction to sources, characteristics, measurement, and control of electricity; methodology and teaching techniques. Lecture and laboratory.

Mechanics: An introduction to the sources, transfer, and control of power; methodology and teaching techniques. Lecture and laboratory.

601 *Design Technology 2*

Electricity: Application of electrical principles in home, school, and industry; methodology and teaching techniques. Lecture and laboratory.

Mechanics: Application of mechanical principles through problem solving; methodology and teaching techniques. Lecture and laboratory.

602 *Design Environment 1*

Design foundation: structural basis of form – line, plane, mass; methodology and teaching techniques. Lecture and laboratory.

Communication: descriptive drawing, sketching, and photography as a means of observation; recording and communication of individual perceptions; methodology and teaching techniques. Lecture and laboratory.

603 *Design Environment 2*

Design foundation: Application of the elements of structure – line, sheet, solids, modules; methodology and teaching techniques. Lecture and laboratory.

Communication: Further development of principles of communication through drawing and presentation, technical drawing, and photography; methodology and teaching techniques. Lecture and laboratory.

604 *Fabrication and Production 1*
The development of basic skills in the use of hand tools and machines for the elementary grade levels utilizing natural and synthetic materials; methodology and teaching techniques. Lecture and laboratory.

605 *Fabrication and Production 2*
Further development of basic skills in the use of hand tools and machines for the elementary grade levels through a problem-solving approach; methodology and teaching techniques. Lecture and laboratory.

606 *Material Science 1*
The study of the structure and properties of natural and synthetic materials. Methodology and teaching techniques. Lecture and laboratory.

607 *Material Science 2*
Further study of the structure and properties of natural and synthetic materials; methodology and teaching techniques. Lecture and laboratory.

608 *Curriculum Development 1*
Investigation, interpretation, and implementation of current Industrial Arts programs for the elementary level. Lecture and assignment.

609 *Curriculum Development 2*
A study of the factors involved in the development of an appropriate elementary Industrial Arts program. Lecture and assignment.

610 *Philosophy 1*
Part I of a study of contemporary aims, problems and practices in Industrial Arts education at the elementary level. Lecture and seminar.

611 *Philosophy 2*
Part II of a study of contemporary aims, problems and practices in Industrial Arts education at the elementary level. Lecture and seminar.

612 *Administration 1*
Principles of classroom management relating to records, equipment, supplies, housekeeping, and safety. Lecture and seminar.

613 *Administration 2*
Examination of administrative problems relating to management of budget, equipment, supplies, and records. Lecture and seminar.

strial Arts, Specialist Certificate

Part I, Part II, and Part III of the three-summer program leading to the Specialist Industrial Arts Certificate will be offered from June 30 to August 1, 1975.

Admission requirements:

a an Intermediate Industrial Arts Certificate with an average of B standing in the Intermediate Industrial Arts program,

b one year's successful teaching of Industrial Arts subsequent to obtaining the Intermediate Certificate as confirmed by the supervisory officer concerned,

c six grade 13 credits (one of which must be English or français), or equivalent, as approved by the Faculty.

To Part II may be admitted a candidate who has passed Part I.

To Part III may be admitted a candidate who has passed Part II.

Program:

Part I

One of the teaching subjects listed below, and two of the Educational Theory courses listed below.

Part II

One of the teaching subjects listed below, and two of the Educational Theory courses listed below other than those selected in Part I.

Part III

One of the teaching subjects listed below, and two of the Educational Theory courses listed below other than those selected in Parts I and II.

Teaching subjects

Architectural Drawing and Building Construction 660
Techniques of Visual Communication 661
Electricity Technology 662
Electronics Technology 663
Fabrication and Production – Junior Grades 664
Foundation Design 665
Mechanics 666
Metal Fabrication and Production 667
Modern Materials 668
Plastics Fabrication and Production 669
Recreational Activities – Crafts 670
Design and Construction of Outdoor Recreational Equipment 671
Science Technology 672
Wood Fabrication and Production 673

Educational Theory

Special Topics in Creativity 123
Experience and Education 261
Comparative Education 750
Creativity and Problem Solving 681
Curriculum Development in Industrial Arts 682
Introduction to Research Techniques 684
Individual Research Project 686
Research Techniques 687

See descriptions of courses for full-year programs, Section 71. Further information, and application forms may be obtained from the Director, Technical and Industrial Arts Department, Faculty of Education. Applications must be submitted not later than May 10, 1975.

cupational Trades

If there are enough applicants, a six-week program commencing June 30 and ending August 8, (two weeks for each subject) leading to the Occupational Certificate, Type B (Practical Subjects) will be offered in the following subjects: Care of the Sick and Family Care, Custodial Services, Electrical Appliances Repair, Food Preparation and Hygiene, Painting and Decorating, Personal Grooming, Retail Sales, Rough Carpentry, Service Station Operation, Sewing and Alterations, Small Engines, Trowel Trades, Waiter and Waitress Training, and Welding.

To this program may be admitted candidates who meet the general admission requirements, and in addition:

a hold an Elementary School Teacher's Certificate and have three years of related industrial experience, or

b hold an Elementary School Teacher's Certificate and an Intermediate Home Economics Certificate, or

c hold an Elementary School Teacher's Certificate and an Intermediate Vocational Arts Certificate, or

d hold a Vocational Certificate, Type B, or

e have standing in all professional courses leading to a Vocational Certificate, Type B, and not less than 40% average on the Technical Proficiency Examinations and have had approved practical experience in three occupational or service trade areas, and

f have a contract to teach Occupational (Practical Subjects) for the 1975–76 school year.

Before candidates for the above-mentioned program may be recommended for certification they must:

i pass three Technical Proficiency Examinations following the final summer program, and

ii submit acceptable Subject Analyses, Courses of Study, Shop Plans, and Equipment Lists.

NOTE: Candidates who do not have the necessary work experience will be required to take a second six-week program of practical subjects. To Part II may be admitted candidates who have completed Part I.

ttendance at er Sessions

Owing to the compact nature of the Summer Sessions, absenteeism cannot be tolerated except for reasons of health and then only for a maximum of five days supported by a medical doctor's statement. This regulation applies to all candidates attending all Summer Sessions.

Index

4 Academic Calendar, One-Year Program
5 Academic Calendar, Summer Session 1975
21 Academic Records
22, 80 Academic Rights of Students
11–15 Academic Staff, Faculty of Education
34 Academic Standing
30, 33, 69, 72 Additional Related Courses (See also under Departments)
10 Administrative Staff, Faculty of Education
Admission Requirements (See Conditions of Admission)
24 Advisory Bureau, University of Toronto
22, 80 Appeals
39 Art Education
22 Attendance Requirement
29, 66, 70 Bachelor of Education Degree, One-Year Program
64 Bachelor of Education Degree Program (Woodsworth College)
81 Bryan Memorial Prize
82 Bursaries for Second-Language Teachers, Summer Session
40, 95 Business Education
24 Campus Organizations
26 Canada Student Loans Plan
Certificates, Teaching
Additional Certificates (See under Art, Business Education, Counsellor Education, Dramatic Arts, Elementary Education, Home Economics, Industrial Arts, Modern and Classical Languages, Music, Physical and Health Education or School Librarianship)
37 High School Assistant's, Type A
29 High School Assistant's, Type B
73, 74 Industrial Arts
66, 69 Occupational, Type A
66, 67 Occupational, Type B
66, 69 Vocational, Type A
66, 67 Vocational, Type B
22, 66 Certification
21 Checking of Marks
87, 91 Child Assessment and Counselling
21 Communication Test for Teaching in the English Language
42 Computer Studies
34, 79 86 Conditions for Final Standing

Conditions of Admission
40 Business Education, Specialist
37, 95 High School Assistants' Program, Type A
29, 94 High School Assistants' Program, Type B
3, 103, 106 Industrial Arts
85 Institute of Child Study
67, 100 Vocational and Occupational
44, 96 Counsellor Education
85 Diploma, Child Study
44, 97 Dramatic Arts
86, 90 Early Childhood Education
45 Economics
45 Educational Administration
46 Educational Media
47 Educational Psychology
32, 71, 75 Educational Theory Courses (See also under Departments)
36, 48 Elementary Education
48 English
21, 35, 96 Examinations
21 Facility in English
25 Fees
30 Foreign Students
58 French
50 Geography
51 Geology
58 German
58 Greek
Guidance (See Counsellor Education)
21 Guidance Centre
20 Health Centre, Faculty of Education
24 Health Service, University of Toronto
6 Historical Note
51 History
52 History, Philosophy and Sociology of Education
55, 98 Home Economics
24 Housing Service, University of Toronto
55 Industrial Arts, High School Assistants' Program
30, 103–107 Industrial Arts, Programs and Certificates
92 Infancy Specialization
7, 56, 84–92 Institute of Child Study
22, 66 Interim and Permanent Certificates
82 International Business Machines Scholarship
58 Italian
21 Language Regulations for Applicants
58 Latin
16, 20 Library, Faculty of Education
57 Mathematics Education

22 Ministry of Education Regulations
58 Modern and Classical Languages
59 Music
66–72, 107 Occupational Programs and Certificates
107 Occupational Trades
8 Officers of the University
Ontario Secondary School Teaching Certificates (See Certificates)
26 Ontario Student Assistance Program
61 Outdoor Education
81 Pakenham Fellowship in Education
81 Pakenham Memorial Prize
82 Parmenter Memorial Award
64 Part-time Study
79 Performance Test, Industrial Arts
22, 66 Permanent Certificates
60, 98 Physical and Health Education
23 Plagiarism
61 Political Science
35 Practical Tests, Type A
Practice Teaching (See Professional Practice)
30 Pre-Session Observation Period
Professional Practice
33 High School Assistants' Program
74, 75 Industrial Arts
69 Vocational and Occupational
Programs, One-Year
37 High School Assistants', Type A
29–35 High School Assistants', Type B, and B.Ed. degree
73–78 Industrial Arts
66–72 Vocational or Occupational
62 Psychology and Sociology
39 Required Courses
92 Research, Child Study
22 Results Withheld
58 Russian
81–82 Scholarships and Prizes
62, 99 School Librarianship
62 Science Education
58 Spanish
20 Speech Service
10–16 Staff, Faculty of Education
11–14 High School Assistants' Program
17 Institute of Child Study
15 Technical and Industrial Arts Program
18 University of Toronto Schools
26 Student Assistance (OSAP)
81–82 Student Awards

21 Student Governments of the Faculty
Summer Sessions
5 Academic Calendar
107 Attendance Requirement
95 Business Education
96 Counsellor Education
97 Dramatic Arts
26 Fees
94 High School Assistants', Type B, for Teachers with Professional Education
95 High School Assistants', Type A Seminars
98 Home Economics
103 Industrial Arts, Elementary Certificate
105 Industrial Arts, Specialist Certificate
98 Physical and Health Education
107 Occupational Trades
99 School Librarianship
99 Vocational and Occupational
35, 80 Supplemental Privileges
26 Supplemental Examination Fees
31, 70, 75 Teaching Subjects
0, 103–107 Technical and Industrial Arts Programs and Certificates
79 Technical Proficiency Examinations
22 Transcripts
32, 35, 37 Type A (See also under Departments)
23 University Discipline Policy
24 University Facilities
24 University Health Service
21 University of Toronto Schools
80, 99–107 Vocational, Occupational, and Industrial Arts Programs and Certificates
64 Woodsworth College

The University of Toronto issues the following calendars and other publications concerning courses of instruction given by the University. Requests for calendars or information may be directed to the Office of Admissions of the University or to the Secretary of the particular Faculty, School or Institute.

ADMISSION INFORMATION—	Admission Awards
	Undergraduate Admission Handbook
	Undergraduate Admission Bulletin
APPLIED SCIENCE AND ENGINEERING—	Faculty of Applied Science and Engineering
	Engineering at Toronto—descriptive brochure
ARCHITECTURE—	Faculty of Architecture, Urban and Regional Planning and Landscape Architecture
ARTS AND SCIENCE—	Faculty of Arts and Science— St. George Campus
	Scarborough College Calendar
	Erindale College Calendar
	Degree Programmes in College to enrol part-time students
	Diploma and Certificate Programmes in College to enrol part-time students
	Pre-University Courses
CONTINUING EDUCATION—	The School for Continuing Studies
DENTISTRY—	Faculty of Dentistry
	Division of Postgraduate Dental Education
	Division of Dental Hygiene
EDUCATION—	Faculty of Education
	Woodsworth College/Bachelor of Education
	Institute of Child Study—descriptive brochure
	Graduate Degrees in Education*
FOOD SCIENCES—	Faculty of Food Sciences
FORESTRY—	Faculty of Forestry
GRADUATE STUDIES—	School of Graduate Studies
HYGIENE—	School of Hygiene
LAW—	Faculty of Law
LIBRARY SCIENCE—	Faculty of Library Science
MANAGEMENT STUDIES—	Faculty of Management Studies
MEDICINE—	Faculty of Medicine, Medical Course
	Department of Rehabilitation Medicine
	Division of Postgraduate Medical Education
MUSIC—	Faculty of Music
	Royal Conservatory of Music Year Book
NURSING—	Faculty of Nursing
PHARMACY—	Faculty of Pharmacy
PHYSICAL AND HEALTH EDUCATION—	School of Physical and Health Education
SOCIAL WORK—	Faculty of Social Work

*Write to: Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S 1V6.

NON-CIRCULATING

Faculty of Education University of Toronto Calendar 1976-77

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Calendar 1976–77

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Important Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1976–77. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Admission 1977–78

Application forms will be available on request beginning November 1, 1976. The closing date for receipt of complete applications is February 1, 1977. This date will be extended if space is available.

Table of Contents

4 Academic Calendar

6 Historical Note

8 Officers of the University

10 Administrative Staff, Faculty of Education

11 Academic Staff, Faculty of Education

16 Staff of the Institute of Child Study

17 Teaching Staff, University of Toronto Schools

19 General Information

24 Fees and Financial Assistance

28 One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate, Type B

35 Elementary Education

36 One-Year Program for the High School Assistant's Certificate, Type A

38 Details of Courses and Requirements for Additional Certificates

62 Bachelor of Education Degree Program conducted by Woodsworth College

64 Programs for Vocational, Occupational and Industrial Arts Certificates

79 Awards

82 Institute of Child Study

92 Summer Session, 1976

106 Index

Academic Calendar, 1976–77

Fall Term, 1976

September 8 to 13	Registration Week
September 8, 9	Registration, Institute of Child Study
September 14	Classes begin
September 27	Last date for course changes
October 11	Thanksgiving Day
December 17	Classes end

Spring Term, 1977

January 3	Last date for receiving the second instalment of fees
January 3	Classes resume
March (dates to be announced)	Reading Week
April 7	Classes end, Institute of Child Study
April 8	Good Friday
April 20	Classes end
April 28 – May 4	Final examinations
May 2	Institute of Child Study course work must be completed; supervised field practice may be arranged or required during May
May 3	Spring Program, Vocational and Occupational, begins
May 3	Spring Program, Intermediate Industrial Arts, begins
June 18	Last date for accepting applications for August supplemental written examinations

Practice Teaching

Normally there are ten weeks of practice teaching during the academic year. Series I (Fall Series) usually consists of four consecutive weeks beginning around the end of October; Series II (Winter Series) usually consists of two weeks in January and two weeks in February; and Series III (Spring Series) usually consists of two weeks beginning around the first of April. Exact dates for each series will be announced at the beginning of the fall term.

Academic Calendar, Summer Session, 1976

5 to August 6	Business Education: Intermediate Accountancy, Data Processing, Marketing, and Secretarial, Parts I, II, and Specialist
5 to August 6	Counsellor Education: Parts I, II, III, IV
5 to August 13	Dramatic Arts: Parts I, II, and Specialist
5 to August 13	Elementary School Teachers' Summer Program for Teachers with Professional Education
5 to August 13	High School Assistants' Summer Program for Teachers with Professional Education
5 to August 13	High School Assistants' Type A Seminars
5 to August 20	Industrial Arts: Elementary, Parts I and II
5 to August 6	Industrial Arts: Specialist, Parts I, II, and III
5 to August 13	Occupational, Type B (Practical Subjects), Trades Program: Parts I and II
5 to August 6	Occupational, Type A (Practical Subjects): Parts I and II
to August 13	Physical and Health Education (Women): Intermediate Parts I and II, and Specialist
to August 13	Physical and Health Education (Men): Intermediate Parts I and II, and Specialist
5 to August 6	Physical and Health Education for Elementary School Teachers: Elementary, Intermediate Parts I and II, and Supervisor's
5 to August 6	School Librarianship: Specialist
to August 20	Vocational, Type B, for candidates with approved professional training
5 to August 6	Vocational, Type A: Parts I and II
5 to August 6	Vocational, Type A: Special one-summer program for holders of Applied Science degrees
5 to August 6	Vocational Supplementary Program

Historical Note

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when Faculties of Education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a practice school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty of Education at Queen's was discontinued and the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education

was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, The University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the Departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto*. Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto*.

Officers of the University 1975–76

Chancellor	Eva W. Mader Macdonald, M.D., C.M., D.P.H.
President	J. R. Evans, M.D., D.PHIL., F.R.C.P.(C)
Special Assistant to the President	J. H. Sword, B.A., M.A., LL.D.
Chairman of the Governing Council	C. Malim Harding, O.B.E., B.A.
Vice-President and Provost	D. C. Chant, B.A., M.A., PH.D., F.R.E.S., F.R.S.C.
Vice-Provost	J. D. Hamilton, M.D., F.R.C.P.(C), D.SC.
Vice-Provost	M. Israel, B.S., M.A., PH.D.
Vice-Provost	P. P. M. Meincke, B.SC., M.A., PH.D.
Vice-Provost	R. Ross, M.B.E., M.A.
Vice-President Research and Planning	G. E. Connell, B.A., PH.D.
Assistant Vice-President	G. P. Hiebert, B.COM., C.A.
Vice-President Business Affairs	A. G. Rankin, B.COM., F.C.A.
Vice-President Internal Affairs	F. Iacobucci, B.COM., LL.B., DIP.INT.LAW
University Ombudsman	E. A. McKee, B.A., M.A.
Chief Librarian	R. Blackburn, M.A., B.L.S., M.S., LL.D.
Secretary of the Governing Council	D. S. Claringbold
Director of Admissions	W. Kent, B.A., M.A.

Director of Student Awards	P. S. Phillips, B.A., C.A.
Director of Student Record Services	J. C. Wilson, B.A.SC., M.SC., PH.D.
Warden of Hart House	J. G. Lengellé, B.A., M.A., PH.D.
rdinator of Campus Services	H. L. Reimer, B.A., B.PAED.
Director of the Advisory Bureau	D. J. McCulloch, B.A., M.D., D.PSYCH., F.R.C.P.(C)
Director of Athletics and Recreation (Men)	A. D. White, B.A., M.ED.
Director of Athletics hysical Education (Women)	A. Hewett, B.ED.(P.E.)
ector of Career Counselling and Placement Centre	R. Frankle, B.A.
Director of University Health Service	G. E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P.
Director of Housing Service	S. Mason, B.A.
Acting Director of nternational Student Centre	E. Paterson, B.A.

Faculty of Education
Administrative Staff 1975–76

Dean	J. C. Ricker, M.A.
Associate Dean	W. G. London, B.A., ED.M.
Registrar	J. S. Carlisle, B.A., B.PAED.
Admissions and Universities Liaison Officer	G. A. Whyte, B.A., B.J.
Administrative Assistant to the Dean	G. Mitchell, B.A.

Staff, Bachelor of Education Degree Program 1975–76

Art Education

ssor Emeritus P. H. Taçon, B.PAED., M.A.
iate Professor J. A. M. Emerson, M.A.
tant Professor M. J. McCarthy, M.A., PH.D.

Business Education

Professor G. A. Reid, B.COM., B.ED., M.E., F.C.C.T.
iate Professor B. E. Conchie, B.A.
iate Professor J. H. Dool, B.A.
iate Professor R. B. Wilson, B.COM.

Computer Studies

Professor L. J. La Fave, B.ED., M.B.A.
tant Professor D. W. Garth, B.COM.
tant Professor G. D. Milbrandt, B.S.ED., M.ED.

Counsellor Education

Professor C. L. Bedal, B.A., M.ED.
iate Professor B. R. Eardley, B.S., M.ED.
iate Professor P. A. Manuel, B.A., M.ED.

Dramatic Arts

ant Professor D. W. Booth, B.A.
ant Professor C. J. Lundy, B.A.
Lecturer J. M. Saxton, B.A.

Educational Media

Professor D. A. Clee, B.A., M.SC., F.R.G.S.

Co-ordinator of Educational Theory Departments

Professor J. W. Greig, B.A., M.ED., ED.D.

Educational Administration

ate Professor V. K. Gilbert, B.SC., M.ED.
ant Professor R. A. Martin, B.A.SC., M.ED., PH.D.
ant Professor A. T. Sheehan, B.A., M.ED., PH.D.
ant Professor B. C. Stewart, B.A., M.ED.
Lecturer S. J. Larter, B.A., B.ED., M.ED.
Lecturer J. D. Wood, M.A., A.R.C.T.

Educational Psychology

Professor	R. W. Dent, M.A., PH.D.
Associate Professor	C. C. Brodeur, M.A., M.A.(PHIL.), PH.D.
Associate Professor	S. L. Kong, B.A., M.ED., PH.D.
Associate Professor	C. Tan-Willman, B.S.E., M.A., PH.D.
Assistant Professor	A. B. Durell, M.A., PH.D.
Assistant Professor	D. S. J. Shackel, M.A., PH.D.
Assistant Professor	B. K. Wasilewski, C.D., M.A., PH.D.

History, Philosophy and Sociology of Education

Professor Emeritus	J. M. Paton, M.A., D.PAED., F.C.C.T.
Professor Emeritus	A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Professor	G. W. Bancroft, B.A., M.ED., PH.D.
Professor	G. H. Boyes, M.A.
Associate Professor	L. J. Stott, B.ED., PH.D.
Assistant Professor	T. W. Goodenough, M.A.
Assistant Professor	K. A. McLeod, B.A., M.ED., PH.D.
Assistant Professor	S. T. Rusak, B.A., M.ED., PH.D.

Elementary Education

Professor Emeritus	G. E. Tait, B.A., B.PAED., ED.D.
Assistant Professor	G. W. Hunt, B.A.

English

Professor	R. J. McMaster, B.A., B.ED.
Professor	A. C. Coman, M.A.(EDIN.), M.A.
Professor	J. W. MacDonald, M.A., ED.D.
Professor	J. H. Stevens, M.A.
Associate Professor	J. Aitken, M.A.
Associate Professor	A. A. Bowers, B.A., M.ED.
Associate Professor	J. Laird, B.A.
Associate Professor	R. T. Shephard, B.A.
Associate Professor	K. J. Weber, B.A., M.SC.(ED)

Geography

Associate Professor	W. E. Sager, C.D., B.A., F.A.G.S.
Professor	U. Elliott, M.A., B.ED.

History, Economics, Political Science, Psychology and Sociology

Associate Professor	J. E. Cruickshank, M.A.
Associate Professor	R. W. P. Bowles, B.A.
Associate Professor	L. R. Hill, M.A.
Associate Professor	G. Smith, M.A.
Associate Professor	J. D. Thexton, M.A.
Assistant Professor	G. Regan, M.A., PH.D.

Home Economics

Associate Professor	A. M. Warner, B.A., M.S.
Associate Professor	H. A. Yeager, B.H.SC., M.ED.
Lecturer	P. J. Meiklejohn, M.S.

Mathematics

ssor Emeritus W. B. MacLean, M.A.
Professor D. L. Mumford, B.A.
Professor W. W. Sawyer, M.A. (cross-appointment, Faculty of Arts & Science)
iate Professor D. W. Alexander, B.A., B.ED., M.SC.
iate Professor F. Ebos, M.SC.
iate Professor H. L. Ridge, B.SC., M.A.
tant Professor D. L. Fraser, B.SC., B.ED., M.A.
tant Professor S. K. Harburn, B.SC.

Modern and Classical Languages

Professor R. J. Jones, B.A., MUS.BAC., A.R.C.T.
iate Professor H. Hainsworth, M.A.
iate Professor E. F. James, M.A., D.DE 111ÈME CYCLE
iate Professor R. R. A. Roy, B.PHIL., M.A.
iate Professor C. R. Theodore, M.A.

Music

iate Professor N. Kuzmich, MUS.BAC., M.A.

Physical and Health Education (Men)

Professor J. R. Life, B.P.H.E., M.ED.
iate Professor D. F. Fawcett, B.P.H.E., M.A.
iate Professor R. C. Goode, B.P.H.E., M.A., D.PHIL.
tant Professor P. B. Robertson, B.P.H.E., B.A., M.ED.

Physical and Health Education (Women)

Professor J. M. Stirling, B.A., DIP.P.H.E.
tant Professor F. J. M. Collard, B.P.H.E., B.A., M.SC.
tant Professor M. A. Millar, B.A., B.P.E.

Practice Teaching

Professor J. W. Dodd, B.A.
Professor R. P. Baine, M.A.
iate Professor R. Cairns, B.A.

School Librarianship

Professor M. B. Scott, B.A., B.L.S.
tant Professor R. J. Smith, B.A., B.L.S.

Science

Professor R. G. Casson, B.SC.
Professor W. A. Andrews, M.SC., B.ED.
iate Professor H. M. Lang, B.A.
iate Professor T. J. E. Wolfe, B.S.A.
tant Professor J. F. Eix, B.SC., M.ED.
tant Professor D. I. Galbraith, B.SC.

Speech Consultant

Lecturer E. Crampton

Staff, Technical and Industrial Arts Department 1975–76

Professor	T. H. G. Luther, B.ED., M.A.
Associate Professor	R. G. Burfield, B.A., B.ED.
Associate Professor	E. P. Emerson, B.A., M.ED.
Associate Professor	A. Gaydos, B.A., M.ED., PH.D.
Associate Professor	D. J. Long, B.A., B.ED.
Associate Professor	W. S. Sloan, B.A., A.O.C.A.
Associate Professor	R. Sramek, B.A., M.A.E.
Associate Professor	C. H. Wall, B.ED., M.A.
Associate Professor	W. J. Watson, B.A., B.ED., M.SC.
Associate Professor	R. W. Wilson, B.SC., M.SC., M.I.E.E.
Assistant Professor	I. T. Malloch, B.A., M.SC.
Assistant Professor	H. J. Taylor, B.A., B.ED.
Lecturer	P. J. Briggs
Lecturer	J. G. A. Jameson
Supervisor, Technical Proficiency Evaluation	E. Gascoigne, P.ENG.

Guidance Centre

Manager	S. J. Totton, B.A.

Library

Chief Librarian	M. C. Shortt, B.A., M.L.S.
Librarian	J. M. Clement, B.A., M.L.S.
Librarian	D. C. George, B.A., B.L.S.
Librarian	J. M. Wentworth, B.A., M.L.S.
Librarian	N. D. Young, B.A., B.L.S.

Staff, Institute of Child Study 1975–76

Director	M. F. Grapko, M.A., PH.D.
Associate Professor	A. J. Biemiller, M.S., PH.D.
Principal Laboratory School	J. Fair, B.A., B.P.E., M.ED., PH.D.
Associate Professor (part-time)	B. Flint, DIP.C.S., M.A.
Assistant Professor	D. Frumhartz, M.A., PH.D. (on leave 1975–76)
Assistant Professor	J. P. Klein, M.A., PH.D.
Assistant Professor	R. Pike, B.S.W., M.A., PH.D.
Assistant Professor	A. Schermann, M.SC.
Assistant Professor	R. J. Volpe, M.A., PH.D.
Lecturer	F. Biemiller, DIP.C.S., M.S.
Lecturer	J. Hardacre, DIP.C.S., M.ED.
Lecturer	H. Jobin, PH.D.
Lecturer	M. A. Penner, B.A., DIP.C.S.
Assistant Professor (part-time)	D. M. Graham, M.A., PH.D.
Special Lecturer (part-time)	R. G. N. Laidlaw, M.A., PH.D.
Lecturer (part-time)	P. Karal, M.A.

Staff, University of Toronto Schools 1975–76

Principal H. D. Gutteridge, M.A.

stant Principal N. D. Fox, B.COM.

O. Barrett, B.P.H.E., B.ED.

T. J. Boucher, B.A., M.S.L.S.

D. F. Boutros, B.A.

S. H. Bull, M.A.

M. Collier, B.A., B.E.D., M.A.

D. T. Dingle, B.SC., B.D.

L. S. Duckworth, B.A., B.ED.

J. A. Fautley, MUS.BAC., B.ED.

G. A. Fleming, B.A., M.ED.

P. F. L. Gallant, M.A.

M. P. Gendron, M.A.

F. W. Ignatz, B.A.

Y. Lacey, B.A.

B. LeGresley, B.A., M.ED.

M. Liivoja, B.A., B.ED.

N. E. Maier, M.A.

H. C. Maynard, M.A.

N. T. McLean, B.A.

W. R. H. Montgomery, M.A., PH.D.

R. J. Moorfield, M.A.

C. W. M. Pace, B.A., B.S.W.

W. M. Simons, B.P.H.E., M.ED.

F. M. Speed, B.SC., B.SC.S., M.ED.

W. A. Stickland, B.A.

J. Stulac, B.P.H.E., B.A., B.ED.

J. A. Vanstone, B.A.

Function of e Faculty of Education

The basic function of the Faculty of Education is the training of teachers for professional service in elementary and secondary schools, especially in the schools of Ontario. Programs of the Faculty lead to *basic certificates* required for teaching in Ontario secondary, elementary and vocational schools, and a number of courses lead to *additional certificates* in areas of subject specialization. Teaching certificates are issued by the Ontario Ministry of Education on the recommendation of the Council of the Faculty.

2. Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, language laboratories, a theatre studio, a computer centre and a typing laboratory.

3. Faculty Library

Students will find in the Library a major collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. In addition to its loan facilities, the Library provides a reference service to assist students in locating material on educational psychology, school administration, and methods of teaching specific subjects.

The Library's selected collection of mounted pictures, filmstrips, pamphlets, slides, recordings and document kits is available to the students for use both in demonstration lessons at the Faculty and in their practice teaching assignments at outside schools. Facilities for previewing audiovisual aids are provided in the Library.

alth Centre

The Faculty's Health Centre, in charge of a registered nurse, offers to students first aid, counselling on health problems, and referrals to doctor, dentist or hospital, as appropriate. The Centre is open Monday to Friday, throughout the session.

ech Service

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

6. The Student Governments of the Faculty

The H.S.A. Student Assembly is concerned with all matters pertaining to students of the Faculty. It maintains a year-round office at 703 Spadina Avenue, to provide continuity of organization in student affairs.

The Technical and Industrial Arts Student Council organizes extra-curricular activities for its students, and acts on their behalf in any matter that may arise relating to the Technical and Industrial Arts program.

The Institute of Child Study has a five-member Student Council, whose purposes include providing students with an opportunity to express their ideas, giving them a voice in the decision-making bodies at the Institute, and maintaining channels of communication between students and staff.

Through their governments, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

7. University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, with an enrolment of approximately 420, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration and experiment.

8. Guidance Centre

The Guidance Centre produces and distributes standardized tests and other educational materials for teachers and guidance counsellors. It is located at 1000 Yonge Street, Toronto M4W 2K8 (978-3210).

9. Language Regulations

Facility in English. An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

10. Academic Records and Examinations

Examinations

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Checking of marks

All results are carefully reviewed before being released. However, the clerical work involved in the department and in the Registrar's Office will be checked if a petition is submitted through the Registrar's Office, with a fee of $5 per course. The fee will be refunded if an error is found.

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory, may have their registrations cancelled at any time by the Council.

Results withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record are furnished by the Faculty Registrar's Office on payment of $1 each. For each additional copy ordered at the same time, the fee is 50¢.

Appeals

At time of press, appeal procedures were in the process of amendment. Full details of current appeal procedures can be obtained from the Registrar's Office.

ertification

Inquiries regarding Ministry of Education regulations should be directed to the Teacher Education and Certification Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, M7A 1L8.

All certificates referred to in this calendar are interim, not permanent, when issued.

. University Discipline

(a) *Academic*. The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and

Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

(b) *Discipline in non-academic matters.* The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

13. Campus Organizations

Responsibility for recognition of organizations where the membership is drawn from a single College, Faculty or School rests with the Council of that division. Where campus-wide organizations (or organizations drawing members from more than one division or constituency of the University) are concerned, responsibility is vested in the Internal Affairs Committee of the Governing Council.

Eligibility for recognition is assessed annually. The constitutions of every society or association, and all subsequent amendments to such constitutions, shall be submitted to the appropriate administrative officer for perusal. The objectives and activities of groups seeking recognition should be seen as attempting to contribute to the educational, recreational, social or cultural values of the University. Membership in groups should be open to all members of the University community without restriction on the grounds of national origin, race, religion, colour, or sex. Status as non-voting members may be extended to interested persons from outside the University.

14. University Facilities

Students registered for courses in the Faculty of Education may use the University's athletic facilities, and Hart House, under such conditions as obtain with other students. They will also be admitted to the Royal Ontario Museum and to the Art Gallery of Ontario, on presentation of their student cards.

15. University Health Service

Any student may consult a staff physician at the Health Service, where clinical, psychiatric, athletic injury, and infirmary services are available, as outlined in the Health Service brochure.

All students should make sure they have health coverage through the

Ontario Health Insurance Plan or equivalent coverage if they come from outside the province and are already enrolled in another plan which will cover them while they are here. Health Service, 256 Huron Street, 978-2459 (Men), 978-2456 (Women).

. University mbudsman

The University Ombudsman investigates grievances or complaints against the University, or anyone in the University exercising authority, from any member of the University – student, faculty, or administrative staff. He assists in resolving grievances or complaints, and can recommend changes in academic or administrative decisions where this seems justified. The Ombudsman also provides information to members of the University about their rights and responsibilities, and the procedures to follow in order to pursue whatever business or complaint they may have.

For information, advice, or assistance, contact the Office of the University Ombudsman, 16 Hart House Circle (978-4874).

. University ory Bureau nd Housing Service

The Advisory Bureau is prepared to aid in all problems of a personal nature, as well as interpersonal relationships. The staff consists of a psychiatrist, a psychologist, and a group of counsellors. The Advisory Bureau is located at 631 Spadina Avenue (978-2684).

The University of Toronto maintains a listing of rooming houses, flats, apartments and homes. Information on these may be obtained through the Housing Service office at 49 St. George Street, Toronto M5S 1A1.

The University reserves the right to alter the fees and other charges described in this calendar.

18. Fees

High School Assistants' Program and Technical and Industrial Arts One-Year Program

Academic fee	$580.00
Incidental fees (Hart House, S.A.C., Athletic, Health Service, Student Union)	$ 77.50
Total fees (if paid in one instalment)*	$657.50
First instalment, due September 13*	$437.50
Second instalment, due January 3 (includes $12 deferred payment charge)	$232.00

*Deduct $50 deposit if paid

Technical and Industrial Arts Certificate Programs

Fall session, due September 3	$328.75
Winter session, due January 3	$328.75
Spring session (May–August), due May 7	$300.00

NOTES:

1. At least the first instalment of fees must be paid before a student card will be issued.
2. Payments received after January 15 are subject to a late payment penalty of $10. From March 1, an additional penalty of $1\frac{1}{2}\%$ per month will be charged on past due accounts.
3. Students who apply after the last date for application to any course listed in this calendar may be assessed a late fee of $20 if admitted.
4. A special fee of $35 will be collected on the first day of the course, *Outdoor Education* 115, to defray the cost of field trips and an Outdoor Education weekend.
5. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations

For each supplemental examination in any course except High School Assistants', Type A	$ 10.00
For the supplemental examination(s) for any High School Assistant's Certificate, Type A	$ 20.00

Institute of Child Study

The academic and incidental fees are to be paid according to instructions on the Fees Form supplied by the Institute before a student card will be issued.

Academic fee	$520.00
Incidental fees	$ 54.50
Total fees (if paid in one instalment)	$574.50
First instalment, due September 13	$378.50
Second instalment, due January 3 (includes $12 deferred payment charge)	$208.00

Special Students

Academic fee, first subject	$104.00
Incidental fees	$ 27.50
Total fees, due September 13	$131.50
Each additional subject	$104.00

A student who registers after the last date for normal registration will be required to pay a late registration fee of $10. Payments received after January 15 are subject to a late payment penalty of $10. From March 1, an additional penalty of $1\frac{1}{2}\%$ per month will apply.

*Summer Sessions**

The fee is determined by the length of the course at $20 per week.

For a seven-week course	$140.00
For a six-week course	$120.00
For a five-week course	$100.00
For a two-week course	$ 40.00
For a Special Student taking one subject in the Summer Program for Teachers with Professional Education	$ 50.00

*An extra fee will be charged for Outdoor Education, taken in conjunction with a Physical and Health Education course.

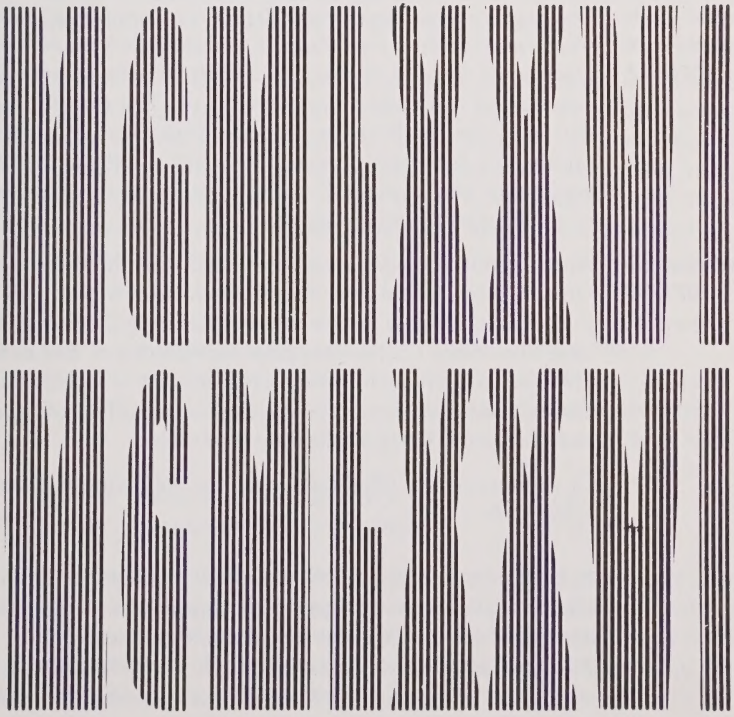
Cheques in payment of all the above fees are to be made payable to the University of Toronto.

19. Ontario Assistance m/Canada Loans Plan

Ontario Student Assistance Program/Canada Student Loans. The Canada Student Loans Plan was originally instituted by the Federal Government in 1964. The loan scheme was later integrated with provincial grants under the Ontario Student Awards Program. Students may apply for assistance under this Program to meet educational costs when their own resources or those of their family are assessed as

insufficient to enable them to pursue post-secondary education. The institution to which application is made will inform the student of the amount of aid granted in each case. Under the present program, if residency and other requirements are met, the first $800 of any award is Canada Student Loan and the balance is provided as Provincial grant. Borrowers under this Plan are required to repay the loan portion, but no principal or interest payments are required so long as the student is in full-time attendance at an eligible institution and for six months thereafter. For those qualifying for Canada Student Loan only, the maximum loan which may be advanced under this plan to one student is $1,400 in one academic year. For those receiving a combination of loan and grant the award maximum is determined by actual educational costs. Application should be made to the Office of Student Awards, Simcoe Hall, University of Toronto. Students who qualify for assistance will first receive a Certificate of Eligibility for the loan portion, authorizing them to make arrangements for the loan with any chartered bank or other approved lending institution. The grant portion of the award, if any, is normally paid in the second term, but if the total award is over $1,800, a portion of the grant money will be paid in the first term.

Bachelor of Education and High School Assistants' Program



One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate Type B

20. Bachelor of Education Degree and Type B Certificate

The degree of Bachelor of Education will be awarded by the University of Toronto to students on successful completion of the one-year program which leads also to the High School Assistant's Certificate, Type B, awarded by the Ontario Ministry of Education. This is the basic certificate, which qualifies the holder to teach academic subjects in the intermediate and senior divisions of Ontario schools. When issued, it is interim (valid for five years), but it may become a Permanent High School Assistant's Certificate when the holder has completed two years' successful teaching experience in Ontario in the intermediate or senior divisions. No candidate will be awarded a Type A Certificate or additional certificates or credits before being awarded the High School Assistant's Certificate, Type B.

21. Admission Requirements 1976–77

The basic requirement for admission is an approved university degree from an accredited university. The applicant's university degree program must include at least 45 credits in arts, science or commerce subsequent to Grade 13, or equivalent. The definition of a credit is derived from the basic assumption that there are approximately 60 credits in a four-year course. From this it follows that 15 credits are equivalent to a university year, and a credit may be defined as one-fifteenth of a university year.

(For Admission 1977–78 see p. 2)

Applications for admission are to be submitted to the Admissions Officer, from whom the official application forms may be obtained. Forms are available for four-year post grade 13 level graduates beginning November 1 of the year prior to registration. Forms for three-year graduates are available January 1 of the year of registration. Admission closes when sufficient deposits confirming offers of acceptance have been received. Early application is advised.

In support of the filled-out form, the following documents must be submitted:

1 *An official transcript* showing proof of graduation from a university, after a regular university program, approved as to admission requirements and content of the undergraduate courses.
2 A photostat of a Canadian birth certificate (both sides), or a certificate of Canadian citizenship or Landed Immigrant status. A

married woman must also submit a photostat of her marriage certificate to substantiate change of name.

3 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health and applies to all personnel who work directly or indirectly with pupils in the schools.

Admission acceptances must be confirmed, in writing, to the Admissions Officer of the Faculty within twenty-one days of the date of acceptance by the Faculty, accompanied by a certified cheque or money order for $50 payable to the *University of Toronto*. This deposit will be applied to the applicant's fee. $40 of the deposit will be refunded if the application is withdrawn, in writing, on or before July 31. The full deposit is refundable if the applicant is denied admission because of failure to graduate.

lmission of n Students

The Faculty welcomes qualified overseas students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for a teaching certificate of the Ontario Ministry of Education* must comply with such conditions of admission as the Council of the Faculty may determine. One of the requirements may be the passing of the Communication Test for Teaching in the English Language. (See section 9)

re-Session tion Period

It is advisable for all those who intend to become students in the one-year program of the Faculty to spend a period of time in a school in order to observe organization, daily routines, and especially the various teaching activities and techniques. The acceptable time for this observation is in the spring prior to registration at the Faculty. Permission must be obtained beforehand from the principal of the school concerned.

Program of Studies

The program consists of four parts:

Part I	TEACHING SUBJECTS	TWO subjects
Part II	EDUCATIONAL THEORY	**a)** Structural and Legal Bases of the Ontario School System **b)** THREE courses
Part III	PROFESSIONAL PRACTICE	TEN weeks
Part IV	COMPLEMENTARY STUDIES	ONE course

Permission to deviate from this program will be granted only after approval of the student's petition to the Council of the Faculty. The last date for changing optional subjects or courses will be September 27; thereafter changes may be made only with the approval of the Council.

Consideration will be given in the following instances:

1 the substitution of a third teaching subject for the course from Part IV,

2 the substitution of a fourth optional course from Part II for the course from Part IV,

3 the substitution of a second course from Part IV for one of the three optional courses from Part II. If a candidate is given permission to take two Complementary Studies courses, the two may not be under the auspices of the same Faculty department.

Part I Teaching Subjects

A candidate will select two courses from those listed below, for each of which the prerequisite is at least 2 university courses (6 credits) unless otherwise specified:

Art Education 300 (6 credits or approved post-secondary equivalent)
Business Education (double option) (no prerequisites)
Computer Studies 345 (acceptance by either the Mathematics or Science Department)
Counsellor Education 355 (15 credits in psychology, sociology, economics or related fields, at least 6 of which must be in psychology)
Dramatic Arts 485 (no prerequisites)
Economics 360 (9 credits)
Elementary Education 365 (no prerequisites)
English 375
French 380
Geography 385
Geology 390 (9 credits)
German 395
Greek 400
History 405
History (Special Course) 406 (no prerequisites; in lieu of a Complementary Studies course, and open to students taking *two* of Psychology and Sociology, Economics, Political Science, and another teaching subject other than *History* 405)
Home Economics 410 (15 approved credits)
Industrial Arts 415 (no prerequisites)
Industrial Arts 510 (no prerequisites; in lieu of a Complementary Studies course, and taken in conjunction with *Industrial Arts* 415 as a third teaching subject)
Italian 420
Latin 425
Mathematics 430
Music, Vocal 435 (6 credits or background)
Music, Instrumental 436 (6 credits or background) (may be taken only in conjunction with Vocal Music 435)
Physical and Health Education – Women 440 (no prerequisites)
Physical and Health Education – Men 445 (no prerequisites)

Political Science 450 (9 credits)
Psychology and Sociology 455 (9 credits)
Russian 460
School Librarianship 465 (no prerequisites)
School Librarianship 466 (accredited degree in Library Science)
Science 470
Spanish 475

NOTE:
Type A Candidates
When selecting subjects in the Type B program, a candidate for the High School Assistant's Certificate, Type A, must include the subject or subjects of the Type A certificate.

Part II
onal Theory

a All candidates will take the course *Structural and Legal Bases of the Ontario School System 201*
b In addition, a candidate will take three Educational Theory courses from those offered by the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education. No more than two courses may be taken with any one department.

Educational Administration
Program Organization 202
The Individual Student and the School Program 204
Administration in the Modern School 205
Evaluation of Student Performance 206
Individual Research Project 207
Administration within the School System 208

Educational Psychology
Psychology Applied to Education 230
The Adolescent – at Home, in School and in the Community 231
The Child – at Home, in School and in the Community 232
Teaching – an Interpersonal Process 233
Psychological and Performance Evaluation of Student Performance 234

History, Philosophy and Sociology of Education
Comparative Education 260
Introduction to Modern Philosophy and Education 262
Introduction to Progressive Education 263
Education and Society 264
Sociology of Education 265
Values in Education 266
Individual Research Project 267
Authority and Freedom in School 268
Issues in the History of Canadian Education 269

Cross-Cultural Education 270
Modern Philosophies and Education 271
History of Educational Thought in Western Culture 272

Part III Professional Practice

Candidates will normally be assigned for ten weeks to schools approved for practice teaching in their elected teaching subjects. Practice teaching is conducted under the joint tutelage of appointed associate teachers and the teaching subject departments. A candidate absent from scheduled practice teaching assignments may be required to make them up at the end of the session.

Part IV Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art Education
Design Education 114
Art and the Humanities 138

Computer Studies
Computers in Education 106

Counsellor Education
The Contemporary School Counsellor 150

Dramatic Arts
Drama in Elementary Education 147

Educational Media
Educational Media 107
Speech and Personal Communication 143

Educational Psychology
Preparing Effective Instruction 116
Psychology of Communication 117
Socialization and Identity 154

English
The Language Arts of the Cinema 122
Developmental Reading 127
English for the Slower Learner 141
Psycholinguistics 142

Geography
Geography and History Programs in Elementary Education – Grades 7 and 8 161

History
Geography and History Programs in Elementary Education – Grades 7 and 8 161

History, Philosophy and Sociology of Education
Problems in Canadian Education 136

Institute of Child Study
Child Study 001

Mathematics Education
Individual Research Project in Mathematics Education 155
Mathematics Education in the Elementary School 156
Mathematics 157

Modern and Classical Languages
French at the Elementary School Level 121
Recent Developments in Modern Language Teaching 102

Music
Music for Elementary Schools – Grades 7 and 8 131

Physical and Health Education
Current Health Problems in North American Society 105
Outdoor Education 115
Physical and Health Education for Elementary Schools 132

Science Education
Environmental Studies 109
Science Programs in Elementary Education 140
Skill Crafts for Science Teachers 162

Technical and Industrial Arts (see Section 47)
Art and Crafts for Elementary Schools – Grades 7 and 8 130
Communication Arts in Modern English 139

Conditions for Final Standing

The standing of candidates will be determined by the combined results of term work, final examinations in the subjects of Parts I, II, and IV and by the record of Practice Teaching in Part III. Standings will be reported by the letter grades: A; B; C; D; F. The letter grades may be interpreted in terms of the following numerical ranges: A (80–100); B (70–79); C (60–69); D (50–59); F (below 50).

A candidate who achieves at least D standing in each course and an overall average of C* or better in the four parts of the program may be recommended by the Council of the Faculty for the Bachelor of Education degree and for the High School Assistant's Certificate, Type B.

A candidate who passes in Part III and fails in not more than two of the courses included in Parts I, II, and IV, of which only one may be a teaching subject listed in Part I, may be granted an F(s) standing, which permits the candidate to take a supplemental examination in the course(s) failed or otherwise meet the requirements of the department(s) concerned.

A candidate who fails in Part III of the program or who does not attain an overall average of C will not be recommended for a Bachelor of Education degree or a High School Assistant's Certificate. (Such a candidate may apply for re-admission.)

*At least 92 points determined by using the category values: A – 4, B – 3, C – 2, D – 1, F – 0, and weight factors: Part I – 14, Part II – 14, Part III – 15, Part IV – 3.

26. Supplemental Privileges

Candidates for any certificate listed in this calendar, who failed at an examination under former regulations and were exempted from subsequent attendance at the Faculty of Education will take the final examination papers as prescribed herein, but their standing will be determined in the subjects as constituted under the regulations when they first wrote.

A candidate granted supplemental privileges may qualify in one or more of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination or examinations in August at the conclusion of a summer session;

2 by otherwise satisfying the requirements of the department(s) concerned;

3 by attending the Summer Program for Teachers with Professional Education, taking only the subject(s) failed and writing the examination(s) at the conclusion of the course (Type B); or by successfully completing the Type A Summer Seminar.

In all instances, application must be made not later than June 21.

Type A Teaching Tests

Type A candidates exempted from attendance will take their supplemental tests through the Faculty. Applications for teaching tests must be made by December 31.

7. Elementary ool Teacher's Certificate

A candidate in the Bachelor of Education program who wishes to qualify for the Elementary School Teacher's Certificate, Standard Four, in addition to the High School Assistant's Certificate, Type B, may select *Elementary Education* 365 as one of the two teaching subjects.

University courses in psychology, sociology or child study, together with languages, science or the arts, are considered most valuable as a background for teachers in the elementary school.

Elementary Education

365 *Elementary Education* (12 hours). Art, language arts, mathematics, music, physical education, science, social studies, and general methods and classroom management in the elementary school.

A candidate in *Elementary Education* should select *The Child – at Home, in School and in the Community* 232, as one Educational Theory course.

A minimum of four weeks in elementary schools for candidates in this program will be included within the practice teaching period required of all candidates for the Bachelor of Education degree.

One-Year Program for the High School Assistant's Certificate, Type A

28. Type A

The Interim High School Assistant's Certificate, Type A is a specialized certificate in one or two subjects. It is based on a course of study additional to the program leading to the Interim High School Assistant's Certificate, Type B. Upon the completion of two years' successful teaching experience in Ontario, it may become a High School Specialist's Certificate, which is permanent, and qualifies the holder to become the head of a department in a secondary school.

29. Conditions of Admission

Candidates entering this program must hold an approved degree after a four-year university course following Ontario Grade 13, or equivalent. As prescribed in the Ministry of Education Memorandum 1970–71:51, candidates must have obtained at least second class or equivalent standing in each of one or two specialist subjects including, in the case of two subjects, at least forty-two university credits with not fewer than eighteen credits in either subject or, in the case of one specialist subject, at least twenty-seven credits.

30. Recommendation of Type A Certificates

Subject to the condition that no candidate may be awarded a High School Assistant's Certificate, Type A, who does not already hold or is not also awarded a High School Assistant's Certificate, Type B, the final standing of a candidate in the High School Assistants' Type A program will be based on:

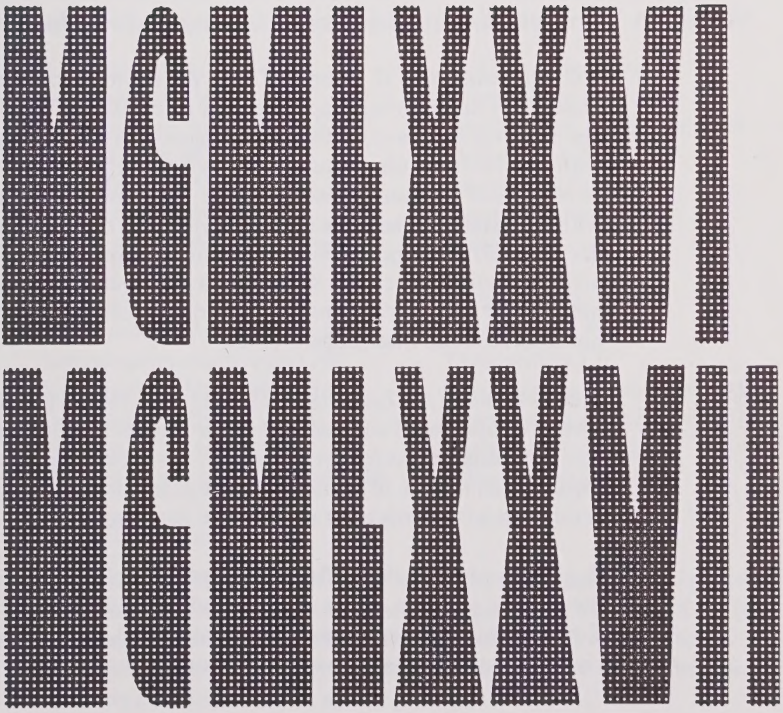
a the combined results of the term work and the final examination in the subject concerned

b the practical work in Type A seminars

c the practice teaching experience as assessed by the department concerned.

To be recommended, a candidate must obtain at least B standing in the final examinations (including sessional records) and in Practice Teaching for each Type A subject.

Details of Courses in Programs leading to the Bachelor of Education Degree and the High School Assistant's Certificate



Details of Courses in Programs leading to the Bachelor of Education Degree and to the High School Assistant's Certificate and Additional Certificates

In each case, the numeral in brackets indicates the number of lecture hours per week.

31. Required Course

All students proceeding to the Bachelor of Education degree and to the High School Assistant's Certificate, Type B, will be required to take: 201 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

32. Art Education

Candidates are advised not to elect Art Education 300 unless they have studio-oriented experience in one or more fields of visual arts.

300 *Art Education* (7 hours). Three major areas of study: history, philosophy and current practice of Art Education (1 hour); instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development (4 hours); history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools (2 hours). On successful completion of *Art Education* 300, and depending on credit background, a candidate may be recommended for the appropriate Ministry of Education Certificate in Art, not to exceed the Intermediate level.

0100 *Seminar in Art Education* (2 hours). For Type A candidates in Art. The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head.

Beginning with the 1979–80 academic year, applicants for admission to the Type A program in Art at the Faculty of Education, University of Toronto, must present a minimum of one-third of their approved post-secondary art credits from studio-oriented courses.

Complementary Studies

114 *Design Education* (2 credit hours). This course, offered in conjunction with the Technical and Industrial Arts Department, is divided into lectures and workshops. Problems presented to the artist by the machine production of industrial society, and the impact of technological developments upon environment, are examined in lectures. The workshops involve the practical aspects of design and its implication as a formative influence on both school curriculum and contemporary life.

138 *Art and the Humanities* (2 hours). A lecture-seminar course examining the relationships between art, literature and music in Western civilization.

162 *Canadian Art and Architecture*. Offered only in the Woodsworth College degree program.

33. Business Education

INTERMEDIATE CERTIFICATES

A candidate must take Parts I and II in the one-year program to qualify for the Intermediate Certificate.

A previous course in business education or business experience is not required of a candidate for the Intermediate Certificate in Accountancy, Data Processing, Marketing, or Secretarial. A candidate without sufficient background or skills may be required to attend an evening course in one or more of the subjects in Part I.

PROGRAMS FOR THE INTERMEDIATE CERTIFICATES

1 Accountancy
Intermediate Part I
Introductory Accounting 309
Typewriting 307
Intermediate Part II
Business Teaching 316
Applications of Accounting 317

2 Data Processing
Intermediate Part I
Introductory Accounting 309
Typewriting 307
Intermediate Part II
(See Computer Studies, Section 34)

3 Marketing
Intermediate Part I
Introductory Accounting 309
Introductory Marketing 314
Intermediate Part II
Business Teaching 316
Related Marketing Concepts 326

4 Secretarial
Intermediate Part I
Typewriting 307
Introductory Stenography 312
Intermediate Part II
Business Teaching 316
Office Procedures 324

SPECIALIST CERTIFICATES

In place of a Type A Certificate in Business Education, a Specialist Certificate is awarded on successful completion of any one of the four programs for which the admission requirements are given below. In each of the required subjects, an applicant must have obtained a standing of at least 70% or B.

1. *Accountancy*
Admission will be granted to students who hold a Bachelor of Commerce or equivalent degree, and who have taken university courses in these required subjects: Introductory Accounting, and Accounting.

2. *Data Processing*
Admission will be granted to students who hold a Bachelor of Arts or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Computer Concepts, Introduction to Problem Solving, Business Data Systems, Advanced Problem Solving, and Management Information Systems.

3. *Marketing*
Admission will be granted to students who hold a Bachelor of Business Administration or equivalent degree, and who have taken university courses in the required subjects: Introductory Accounting, Introductory Marketing, Business Organization and Management, Marketing I, Marketing II, and one additional Marketing course.

4. *Secretarial*
Admission will be granted to students who hold a Bachelor of Arts in Secretarial Science or equivalent degree, and who have taken university courses in the required subjects: Typewriting, Introductory Stenography, Applied Stenography, Office Practice, Office Procedures, Secretarial Science I, and Secretarial Science II.

Courses for the Specialist Certificates

1 *Accountancy*
Accounting 337

2 *Data Processing*
(See Computer Studies Section 34)

3 *Marketing*
Marketing 339

4 *Secretarial*
Secretarial Science 338

Business Education Courses

307 *Typewriting* (3 hours). The development of a basic facility in typewriting, the application of this facility and the problems of teaching the junior grades in the secondary school.

309 *Introductory Accounting* (3 hours). General accounting fundamentals, including general bookkeeping practices and basic accounting concepts, and their presentation in the secondary school.

312 *Introductory Stenography* (3 hours). A course in the theory and application of Pitman shorthand, including consideration of the theoretical aspects of high speed writing. Also included are the investigation and practice of advanced teaching techniques.

314 *Introductory Marketing* (3 hours). A course surveying the total distribution process, with emphasis on Canadian retail organization. Study will be consumer-oriented.

316 *Business Teaching* (1 hour). A course in the fundamental philosophies pertaining to the instruction of business education subjects; specialized applications to the individual subject areas; the correlation of all business subjects.

317 *Applications of Accounting* (3 hours). The development of a basic facility in the use of business machines and a knowledge of the organization, law, financing and computerization of a business.

324 *Office Procedures* (3 hours). A practical course in the teaching of stenographic techniques, including the practices and procedures followed in the modern office.

326 *Related Marketing Concepts* (3 hours). A survey of the peripheral aspects of marketing, from both a content and a methodological viewpoint; the functional aspects of business and a study of distributive processes; the practical implications of marketing mathematics as related to business machine applications.

337 *Accounting* (1 hour). Accounting for partnerships, corporations, departments and manufacturing and the methods of presenting these topics.

338 *Secretarial Science* (1 hour). A course in advanced stenographic and secretarial practices; the organization and preparation of modern office practices and procedures, including current and advanced teaching techniques.

339 *Marketing* (1 hour). The principles of teaching marketing subjects as they apply to the upper grades of the business education course; practical applications and their relevance to the individual in our consumer-oriented society.

34. Computer Studies

345 *Computer Studies* consists of the following three components: COMPUTER CONCEPTS (3 hours, Fall Term). Basic computer concepts, flowcharting techniques, computer terminology, equipment peripheral to the computer system and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

INTRODUCTION TO PROBLEM SOLVING (3 hours, Spring Term). A course using the computer as a problem-solving tool. Students will be introduced to a high-level programming language as a vehicle of communication, and to problem solving through flowcharting, coding, testing and debugging.

COMPUTER STUDIES – PRINCIPLES AND PRACTICES (3 hours). A problem-oriented approach to the teaching of computer concepts and computer programming. The "hands-on" versus "theory" and the "hypothetical computer" versus "actual hardware" techniques will be explored. Topics to be discussed include: transfer of learning from one computer to another; optimum class size; available teaching aids; motivation techniques; evaluation; and course objectives.

NOTE:

1. For candidates who have successfully completed university courses equivalent to *Computer Concepts* and *Introduction to Problem Solving*, one of the following courses will be substituted: *Advanced Problem Solving* 349 or *Computer Applications* 353.

2. Extramural students taking these courses individually must meet the prerequisites of the department.

3. For Business Education candidates wishing to obtain a Data Processing Specialist Certificate, the following additional courses are required:
Advanced Problem Solving 349
Business Data Systems 351
Management Information Systems 352

346 *Computer Concepts* (2 hours). For candidates in the Business Education Accountancy Program. Basic computer concepts, flowcharting techniques, computer terminology, equipment peripheral to the computer system, and information flow through a computer system. Emphasis will be on problem-solving techniques using the computer.

349 *Advanced Problem Solving* (3 hours). Opportunities will be provided for students to use the computer to solve more advanced problems. In addition to the basic documentation requirements, the students will be required to design the necessary input/output documents, and prepare and update suitable data files. (Prerequisite: Introduction to Problem Solving or departmental consent)

351 *Business Data Systems* (3 hours). Organization of a business: management control and the flow of information through the business; flowcharting of some of the main business systems with suitable documentation, record layout and forms design; use of unit record equipment in a computer environment. (Prerequisite: Introduction to Problem Solving or departmental consent)

352 *Management Information Systems* (3 hours). Students are expected to apply systems knowledge to the solving of a case study. They will be required to design, flowchart, program and document a complete system. Students will also be required to implement aspects of

their recommendations. (Prerequisite: Business Data Systems or departmental consent)

353 *Computer Applications* (3 hours). Students will be required to participate in directed research projects in education involving Computer Studies and their other teaching subject(s). (Prerequisite: Advanced Problem Solving or departmental consent)

0600 *Seminar in Computer Studies* (4 hours). For Type A candidates in Computer Science. A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and effect of computer studies on other classroom studies.

Complementary Studies

106 *Computers in Education* (2 hours). Designed primarily for candidates who do not have previous experience or academic background in computing, this course deals with the use of the computer as an instructional and administrative aid in education. Areas to be studied include: computer-assisted learning, test scoring and item analysis, curriculum design, educational research, and student accounting. Emphasis is on the use of the computer as a problem-solving tool for instruction and school administration. Access to the computer centre is available for approved student projects.

5. Counsellor Education

355 *Counsellor Education* (6 hours). Counselling theory and practice; assembling educational and occupational information for student use; assessment procedures; group methods and processes; foundations of counselling. On successful completion of *Counsellor Education* 355, a candidate may be recommended for Part I of the Specialist Certificate in Guidance.

Complementary Studies

150 *The Contemporary School Counsellor* (2 hours). This course analyzes primarily the helping relationship involved in teaching. Additional topics include: philosophical and sociological foundations of guidance; the counsellor as a consultant; the counsellor's relationship to the community; ethical and legal responsibilities of the counsellor; current social problems and counsellor response; the counsellor and the changing world of work. May not be taken in combination with *Counsellor Education* 355.

Dramatic Arts

485 *Dramatic Arts* (6 hours). Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the purposes of curricular and extra-curricular drama; the possibilities for conceptual development and expansion of

the imagination through sense awareness, movement, improvisation and scripted drama; the structures of aural and visual media; mixed media presentations; and the planning of developmental programs. On successful completion of *Dramatic Arts* 485, a candidate may be recommended for Part I of the Specialist Certificate in Dramatic Arts, and may complete the requirements for this certificate in two subsequent summer sessions.

0700 *Seminar in Drama* (2 hours). For Type A candidates in Dramatic Arts. An individual research project concerning drama in education, selected by the candidate in consultation with the Dramatic Arts Department.

Complementary Studies

147 *Drama in Elementary Education* (2 hours). A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

37. Economics

360 *Economics* (5 hours). A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students.

0900 *Economics* (5 hours). For Type A candidates. An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analyzed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. Preparation of an instructional plan for a major unit of one of the courses proposed in the current Ministry of Education Guideline for economics.

38. Educational Administration

202 *Program Organization* (2 hours). An examination of current theory and practice in program organization from kindergarten to grade 13. Students gain experience in identifying and selecting objectives for programs, in designing the physical and social arrangements of educational settings that support learning activities and in evaluating the effectiveness of programs.

204 *The Individual Student and the School Program* (2 hours). School programs and practices which meet individual differences among students in elementary and secondary schools. A general study will be made of innovative teaching and organizational patterns, including particularly the nongraded, open-area and experimental schools, credit organization, house plans, team teaching, independent study, and other related topics.

205 *Administration in the Modern School* (2 hours). A practical study of the use and organization of school resources and services in providing effective educational programs in elementary and secondary schools. Emphasis will be placed on the role of the teacher in phases of school operation such as discipline, staff relationships, organization of classes, individualizing instruction, evaluation procedures, and the design and implementation of overall school programs.

206 *Evaluation of Student Performance* (2 hours). A study of current evaluation practices in elementary and secondary schools. The course will develop some of the theoretical issues underlying evaluation methods, the design and marking of a wide variety of testing instruments, including essay, objective, oral, project, and self-assessment techniques. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, distinctions between subjects, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require background in mathematics for this course.

207 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

208 *Administration within the School System* (2 hours). A review of planning and administrative procedures in large systems of education. Emphasis will be on the organization of learning resources, student services, and parent-teacher-student relationships. The interaction of trustees, senior officials, resource personnel, and school administrators will be considered. The effectiveness of large systems in formulating and in achieving desirable educational programs for the individual student and for society as a whole will provide a constant focus for study.

39. Educational Media

Complementary Studies

107 *Educational Media* (2 hours). A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

143 *Speech and Personal Communication* (2 hours). A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, the influence of technology on speech communication.

40. Educational Psychology

230 *Psychology Applied to Education* (2 hours). Designed to show the relevance of general psychology to teaching. Provides an overview of the areas of psychology related to education and teaching; problems in human communication, role of feedback, non-verbal communication, mass media, modern theories of learning, the relevance of learning theory to motivation, aptitudes and attitudes, learning discrimination and skills, the slow learner, development, maturation and special education, research in education. Programmed learning and computer-assisted instruction will be examined.

NOTE: Since both 231 and 232 are developmental courses, candidates may not select both without the permission of the Chairman of the Educational Psychology Department.

231 *The Adolescent – at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of school-age youth.

232 *The Child – at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of the school-age child. A student taking *Elementary Education* 365 should select this course as one of his three Educational Theory courses.

233 *Teaching – an Interpersonal Process* (2 hours). The teacher as partner in an interpersonal learning process; increased awareness and insight about forces operating in groups; how one's own behaviour affects group productivity; application of theory to development of innovative plans for better classroom teaching using large and small groups.

234 *Psychological and Performance Evaluation of Student Progress* (2 hours). General principles of construction, analysis and administration of various methods of testing and evaluation.

Complementary Studies

116 *Preparing Effective Instruction* (2 hours). The specification and analysis of instructional objectives in terms of Bloom's taxonomy; analysis of innovative systems; construction of pre-tests and criterion-referenced tests; instructional materials for mastery learning and alternative instruction.

117 *Psychology of Communication* (2 hours). A course dealing with communication as a behavioural science. It is concerned with such areas as persuasion and dissuasion; generation, storage and retrieval of information; possible uses and also limitations of media in educational systems; and the ability of societies and institutions to generate meaningful information. One of the aims of this course is to help students to cope with the increasing amount and complexity of information.

154 *Socialization and Identity* (2 hours). An examination of the various theories in social psychology contributing to an understanding of human social development; an exploration of the development of individuality and group identities along with the factors of social interaction influencing the development of personality. Emphasis will be placed on contributions to personal growth made by teachers and schools at elementary and secondary levels.

Elementary Education

365 *Elementary Education.*
For details of the program, see Section 27.

41. English

375 *English* (4 hours)

LITERATURE:
Values inherent in the study of good literature; basic approaches; various methods of presenting such literary forms as the poem, the drama, the essay, the short story, and the novel; the choosing of suitable textbooks for pupils of different abilities and levels; planning courses of study; evaluating students' progress; oral and supplementary reading; problems related to the teaching of English literature.

COMPOSITION:
The basic aim in teaching composition; place and treatment of grammar, rhetoric, logic and word study in the teaching of composition; principles to be followed in arranging courses; studying models; assigning, planning, evaluating and correcting compositions; improving the pupil's oral English; conducting class discussions; problems related to the teaching of English composition.

MEDIA:
The basic aim in treating mass media; objectives; categories; procedures.

ELECTIVES:
Creative thinking; developmental reading; creative drama; screen education; group dynamics; creative writing; mass media; psycholinguistics; English as a second language; English in the nongraded school.

1100 *Seminar in English* (4 hours). For Type A candidates in English. Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slow learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

Complementary Studies

122 *The Language Arts of the Cinema* (2 credit hours). A course designed to study trends in contemporary cinema. Although the course concentrates mainly on feature films of such directors as Hitchcock, Bergman, Varda, Antonioni, Fellini, Godard, Truffaut, Resnais, Losey, and Lester, it does not neglect the popular cinema nor does it omit experimental short films. The several arts of the director, script writer, actor, editor, lighting-cameraman, composer, and sound man are studied so that the students may have a full appreciation of the language arts amalgam that we experience in the cinema.

127 *Developmental Reading* (2 hours). A course designed to introduce students to the possibilities of developmental reading at the secondary school level. Basic principles underlying an instructional program will be discussed. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Of major emphasis will be the devising of practical developmental reading programs.

141 *English for the Slower Learner* (2 hours). The development of effective programs for slower learners at the secondary level. The needs, interests, and abilities of such pupils will be explored, and specific methods of instructing them will be emphasized. Careful examination of perception, reading, speaking, listening and writing skills will be stressed. Students will investigate the nature and validity of both reading and intelligence tests as they apply to the slower learner.

142 *Psycholinguistics* (2 hours). A course designed to explore the psychological, biological, and sociological parameters of language as a communication system. Some of the main areas of investigation are: language acquisition in children; psychological models of language learning; linguistic models of grammar; general semantics; non-verbal modes of communication; language games; language study programs in the school (history of grammar, dictionaries and writing systems, language history, etymology, morphology); language and thought; language as a sociological determinant. Special attention will be given to the construction of language units for classroom study.

42. Geography

385 *Geography* (5 hours). Listed below are a number of course units designed to allow the degree of flexibility needed in the professional preparation of graduates in geography (Type A candidates) and of other university graduates (Type B candidates) who are proceeding to a geography teaching career.

ORIENTATION:

The scope of the role of the geography teacher; styles of learning and their relationship to the teaching of geography and learner characteristics.

CURRICULUM PLANNING:
Recognition of a curriculum framework as a general context within which the strategies for achieving educational objectives in the classroom may be discussed; the identification and relationship of the components of curriculum in a variety of contexts, e.g., classroom and field, and at a variety of scales, e.g., program, unit, lesson.

INSTRUCTIONAL TECHNIQUES AND PROCEDURES:
Recognition, analysis and construction of learning experiences in geography in order to understand how education objectives are achieved; the study of various resource materials and their relationship to strategies, techniques, and objectives in geography; analysis of geographic approaches, e.g., regional, systematic, thematic.

EDUCATIONAL MEASUREMENT AND EVALUATION:
A study of ways to evaluate the effectiveness of learning experiences.

FIELD STUDIES:
Integration of the objectives and techniques of 'landscape' study.

1500 *Seminar in Geography Curriculum Design* (4 hours). For Type A candidates in Geography. A program concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Obligatory final examinations for all candidates in courses 385 and 1500 will be held at the end of the academic year. Term work (reports, seminar papers, essays, units and exercises) will account for approximately 60% of the final grade.

Complementary Studies

104 *Curriculum Theory and Design*. Offered only in the Woodsworth College degree program.

110 *Game Theory and Simulation in Relation to Learning*. Offered only in the Woodsworth College degree program.

111 *Measurement and Evaluation*. Offered only in the Woodsworth College degree program.

161 *Geography and History Programs in Elementary Education – Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 365 who do not take *Geography* 385 as their other teaching subject, this course provides a study of programs and methodology in the teaching of geography and history at the intermediate level of the elementary school.

43. Geology

390 *Geology* (4 hours). Value and objectives of a geology course in the Ontario secondary school curriculum: investigation and study of appropriate teaching methods; procedures and curriculum organization; use and value of maps, equipment, teaching aids, books and field exercises for secondary school geology.

1700 *Seminar in Geology* (4 hours). For Type A candidates in Geology. (These candidates are advised to select Geography or Science as their other teaching subject in the High School Assistants' Program, Type B.) Held jointly with Type A Geography candidates, this course examines the principles of curriculum design as models for the development of geology curricula to meet changing conditions in education. Approximately 60% of the final grade will be based on term work, and an obligatory final examination will be held at the end of the academic year.

44. History

405 *History* (5 hours). A series of lectures and seminars on the following with specific reference to classroom practice:
Survey of history curricula in the schools; principles of course organization; procedures in course organization; factors in the development of effective teaching.
The teacher's philosophy and objectives in teaching history.
A study of the various forms of methodology used in history classes; evaluation of resources; new approaches to history teaching.
The student of history; motivation; evaluation; dealing with individual differences.
Preparation of a unit of a course of study in history.

406 *History* (4 hours). (Special Course in lieu of a Complementary Studies course, and open to students taking *two* of Psychology and Sociology, Economics, Political Science, and another teaching subject other than *History* 405.) A series of lectures and seminars on most of the topics listed under *History* 405, but in less depth and with greater emphasis on methodology.

2300 *History* (5 hours). For Type A candidates in History. A series of lectures and seminars with emphasis on the practical application of the following:
A study of the critical philosophy of history, emphasizing the methods of the historian and the problems of historical knowledge; a brief survey of the approaches of selected historians and philosophers to these problems.
Cognitive and affective objectives in teaching history; approaches to the teaching of history such as thematic, chronological, problems, inquiry, public issues, concepts and generalizations.
Various forms of methodology.
The planning and organizing of historical materials for presentation

by various methods including the treatment of themes, trends and interpretation of material.
Analysis of student difficulties.
Evaluating the effectiveness of teaching and learning.
Preparation of a Teaching Program of a major unit of a course of study.

Complementary Studies

161 *Geography and History Programs in Elementary Education – Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 365 who do not take *Geography* 385 as their other teaching subject, this course provides a study of programs and methodology in the teaching of geography and history at the intermediate level of the elementary school.

45. History, ilosophy and Sociology of Education

260 *Comparative Education* (2 hours). A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, alternative routes, and the aims, structure and control of education. These will be related to the social, economic and political systems in the countries concerned, and their underlying assumptions and ideologies.

262 *Introduction to Modern Philosophy and Education* (2 hours). The influence of modern philosophy on aims and methodology in education. Selected readings from 19th and 20th century philosophers will lead to a consideration of education both in the wider frame of social philosophy and from the narrower perspective of the individual quest for worthwhile purpose. Students are encouraged to weigh conflicting viewpoints and thus develop their own positions.

263 *Introduction to Progressive Education* (2 hours). An analysis and discussion of progressive theories and practices with special reference to the ideas of the Pragmatists, for the purpose, in the main, of inducing beginning teachers to search for meaning in such familiar learning concepts as interest, activity, discovery, assimilation, authority, freedom, natural growth, creativity, and continuous progress.

264 *Education and Society* (2 hours). A consideration of such problems as socio-cultural influences on educational achievement, value conflicts (between generations and among socio-economic classes), and the conflicting functions of the school as an institution for transmitting the cultural heritage as well as criticizing it. An analysis of these problems will uncover such issues of current concern to schools and teachers as the generation gap, educational control, and students' rights.

265 *Sociology of Education* (2 hours). An examination of the school as an institution in the society which it serves. Topics will include the structure of society and education, education and social change, edu-

cation and social mobility, the socialization of the child, the social role of the teacher, the influence of economic and political forces on education, education and the values of the community. Previous university work in sociology is desirable.

266 *Values in Education* (2 hours). An examination of selected topics in value theory seen within the educational context. Examples of possible topics: perception and judgment in education and the arts; the aims of education; valuational impact of the mass media; the teacher and the new morality; expression, representation, and value formation; technology and the counter-culture; conceptual analysis of the educational environment. No formal background in philosophy is required.

267 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

268 *Authority and Freedom in School* (2 hours). Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Is "compulsory education" a contradiction? Why bother being ethical? This course will attempt to get at the roots of human ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

269 *Issues in the History of Canadian Education* (2 hours). A course designed to give students a perspective of the main influences, problems, and changes in Canadian education. Some of the issues that may be examined are: the functions schooling has performed; the educational roles of institutions other than schools; family life and the concepts of childhood and adolescence; the alteration in the roles of the teacher and student; and the influence of social, economic and political factors on education. The particular aspects to be studied will be determined by the students in consultation with the instructor.

270 *Cross-Cultural Education* (2 hours). An examination of the educational issues, problems and processes encountered in a pluralistic society, from perspectives such as history, psychology, sociology, philosophy, and program development. It will focus upon education in relation to poverty, ethnic groups, the roles of women, and the counter-culture. Sample issues to be dealt with are: assimilation and integration, the role of religion in education, value conflicts and discipline, mental health, prejudice and discrimination, curriculum design, open-structured and free schools, stereotypes and women's liberation

271 *Modern Philosophies and Education* (2 hours). A strictly seminar course, which will explore the thinking of Camus, Sartre, and Dewey. Only students who have at least two philosophy courses to their credit, or who have the permission of the instructor, may enrol. Not open to students registered in *Introduction to Modern Philosophy and Education* 262.

272 *History of Educational Thought in Western Culture* (2 hours). A critical examination of some of the major ideas that have influenced educational thought and practice in Western culture, beginning with Plato and Artistotle. Students will investigate various theories of learning, the concept of the ideal teacher, the history of educational institutions, images of childhood, and modern mass education. Humanist and religious perspectives as continuing themes in educating men and women for their particular era will form the core of the study.

Complementary Studies

136 *Problems in Canadian Education* (2 hours). A reading-discussion course where students will select for individual study a particular problem or theme in the history of Canadian education, for example, technical and vocational education, the kindergarten movement, progressive education, ethnic groups and assimilation, urbanization, rural problems, the role of the state, or the changes that have taken place in the aims and content of certain school subject areas such as health education, physical education, history, literature, mathematics or the sciences.

46. Home Economics

Candidates are advised not to elect Home Economics unless they have obtained at least C standing in the prerequisite home economics courses.

410 *Home Economics* (6 hours). For Intermediate and Type A candidates. Development, present trends, values and aims of Home Economics (Family Studies) in Ontario schools, with emphasis on the growth of personal and professional philosophy.

New concepts of curriculum and teaching emphasizing flexibility, cooperative planning, and recognition of individual differences are explored through an individualized program offering a wide choice of learning experiences.

Creation and function of objectives and evaluation procedures in the learning-teaching process with implications for planning.

On successful completion of *Home Economics* 410, a candidate may be recommended for the Intermediate Certificate in Home Economics.

2500 *Seminar in Home Economics* (2 hours). For Type A candidates in Home Economics. A study of home economics education as it relates to the Canadian family, the individual and the environment, with emphasis on research findings. Students will become familiar with the

work of leaders in the field, and will develop a strong philosophy for potential leadership.

47. Industrial Arts

415 *Industrial Arts I* (8 hours). Part I of the two-part sequence leading to the Elementary Certificate in Industrial Arts. The course consists of lectures and laboratory experience in material science, design technology, environmental design, fabrication and production. Problems are presented to develop creative abilities, experimentation, and the required hand and machine skills to work with a variety of materials and processes. Factors controlling the design and planning of objects in the man-made environments are studied and applied in practical work.

510 *Industrial Arts II* (8 hours). Part II of the two-part sequence leading to the Elementary Certificate in Industrial Arts. An extension of *Industrial Arts* 415, it provides more advanced experiences in material science, design technology, environmental design, and fabrication and production. Open only to candidates enrolled in *Industrial Arts* 415.

NOTE:
A candidate may obtain the Elementary Certificate in Industrial Arts by successfully completing
1 *Industrial Arts I* and *II* 415 and 510, or
2 *Industrial Arts I* 415, followed by a seven-week summer program.

Complementary Studies

114 *Design Education* (2 credit hours). (See Section 32)

130 *Art and Crafts for Elementary Schools – Grades 7 and 8* (2 hours). Of particular interest to students in *Elementary Education* 365, this course provides an introduction to basic design, picture and print making, and the creative use of materials in two and three dimensions. Different sections will emphasize whichever aspects of elementary art education best meet the needs of the students involved.

139 *Communication Arts in Modern English* (2 hours)

EXPOSITORY RHETORIC (Fall Term)
Methods and patterns of clear and effective writing; relationship between seeing, thinking and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

SEMANTICS (Spring Term)
Subjects of investigation will include: introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstrac-

tion, thought and action; the uses of language – both verbal and non-verbal – in popular culture, advertising, mass media, the press, religion, science and education.

162 *Skill Crafts for Science Teachers* (2 hours). (See Section 56)

48. Institute of Child Study

Complementary Studies

001 *Child Study* (2 hours). An examination of the principles of children's development and a consideration of the influences affecting such development. The implications for children's care and education will be considered.

. Mathematics Education

430 *Mathematics Education* (4 hours). A consideration of the place of mathematics in elementary and secondary education; objectives of the mathematics teacher.

Classroom procedures and teaching methods, grade 1 through grade 12, of a balanced student-centred teaching program, including methods designed to obtain maximum student involvement in the discovery and development of mathematical concepts and techniques; individual, small group, and large group methods; team teaching involving curriculum planning and execution as a team effort; laboratory techniques; use of multimedia, audiovisual materials, calculators, models and other instructional materials; interdisciplinary approaches; environmental studies; use of the mathematics workshop to promote understanding and confidence, and develop powers of inquiry and creativity; seminar methods; use of socratic discussion; research; testing and evaluation.

The implications for the elementary and secondary schools of contemporary trends in mathematics education; history and development of mathematics; foundations of algebra and geometry; fundamental concepts of logic; applications of mathematics.

3100 *Seminar in Mathematics* (3 hours). For Type A candidates in Mathematics. A consideration of the development of curriculum for the elementary and secondary school mathematics programs from kindergarten through grade 13; the responsibilities of departmental administration and professional leadership.

Complementary Studies

155 *Individual Research Project in Mathematics Education* (2 hours). An in-depth study of a topic selected in consultation with the Mathematics Education staff. The study should involve a combination of seminars, laboratory work and field experience. Open only to students taking *Mathematics Education* 430.

156 *Mathematics Education in the Elementary School* (2 hours). A study of current content, methods of teaching and curriculum development in elementary school mathematics; a course of interest and

value to any prospective secondary school teacher. Not open to students registered in *Elementary Education* 356.

157 *Mathematics* (2 hours). An introduction to higher mathematics including a study of some advanced secondary school topics, providing background and an opportunity for discussion pertinent to the teaching of secondary school mathematics. Open only to students having at least 12 credits in university mathematics.

158 *Recreational Mathematics*. Offered only in the Woodsworth College degree program.

50. Modern and Classical Languages

Candidates are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar. Most of the lecturing is in the language concerned, and candidates are expected to use that language in teaching practice.

Modern Languages (5 hours per language). *French* 380, *German* 395, *Italian* 420, *Russian* 460, *Spanish* 475.

METHODOLOGY:
Current aims; specific objectives at secondary and primary levels; curricula; materials.
Procedures; specific techniques in audiolingual presentation; the written language; vocabulary acquisition; inductive approach to language generalizations; teaching literature.
Lesson planning (initial, series, review).
Tests and examinations, both oral and written; administration; marking.

APPLIED PHONOLOGY:
Description of the sounds; intonation; accent; discrimination and production on the part of the learner; standards of phonemic and phonetic accuracy (where pertinent); remedial drills; error detection by the teacher; counselling techniques and practice.

CONVERSATION:
Free and guided discussions; leadership practice.

LANGUAGE PRACTICE:
Current usage, emphasizing the spoken language; laboratory drills with pedagogical bias; testing program. (Additional laboratory time may be required of those in need of remedial work.)

(a) *Seminar in Modern Languages* (2 hours). For Type A candidates in *French* 1300, *German* 1900, *Italian* 2700, *Russian* 4700, *Spanish* 5300, whether chosen as a single Type A subject or combined with another Type A subject. Study in depth at all levels, as outlined in the Courses

of Study and Curricula issued by the Ministry of Education; stress on methods of presenting work at the grade 13 level.

(b) *Seminar in Modern Languages* (2 additional hours). For Type A candidates in *French* 1300, *German* 1900, *Italian* 2700, *Russian* 4700, *Spanish* 5300, when *not* combined with another Type A subject. Selected topics, such as linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, preparation of teaching modules.

LATIN AND GREEK

425 *Latin and Classical Civilization*, 400 *Greek* (5 hours each). An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of multimedia and audiovisual aids and interest devices; the direct approach, with stress on the Danish Nature Method, the Cambridge Latin Course, programmed learning; individual, small group and large group methods; curriculum development and presentation through the medium of team teaching, with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Seminar in Classics, 2900 *Latin*, 2100 *Greek* (2 hours each). For Type A candidates. An examination of techniques involved in curriculum planning and presentation appropriate for use in advanced classes, with emphasis on finding and preparing material suitable for use in secondary school from the extensive corpus of Latin and Greek literature; advanced grammar and syntax; testing and measurement.

Complementary Studies

102 *Recent Developments in Modern Language Teaching* (2 hours). Trends in modern language teaching, with stress on electronic aids and individualization techniques. The practical emphasis will be related to the linguistic needs and interests of the students. (Open to any student of a modern language.)

121 *French at the Elementary School Level* (2 hours). French as a second language from the earliest grades of the elementary school; programs; procedures specific to the age level; audiovisual aids. This course leads to a Certificate as Teacher of French as a Second Language. Open only to students enrolled in *French* 380.

51. Music

435 *Music, Vocal* (4 hours). A multi-faceted approach to music learning which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures; listening, vocalizing, and conducting.

436 *Music, Instrumental* (4 hours). A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music* 435.
NOTE: On successful completion of *Vocal Music* 435 or *Vocal and Instrumental Music* 435/436, a candidate may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

3300 *Seminar in Music* (3 hours). For Type A candidates in Music. Comparative studies of current aesthetics and practices; advanced ensemble techniques; implementation of learning theories; problems in the developing of aural responsiveness to varied musical expressions; examination of sound manipulations and formal procedures; multi-media presentations; studies in curriculum design.

Complementary Studies

131 *Music for Elementary Schools – Grades 7 and 8* (2 hours). A general approach to music learning at the intermediate level. Not open to candidates taking *Music* 435.

52. Physical and Health Education

440 *Physical and Health Education* (Women) (7 hours)
445 *Physical and Health Education* (Men) (5 hours)

Part I of the Program for the Intermediate Certificate.
An introductory course in principles and practices of Physical and Health Education. Emphasis is placed on methods of teaching the physical activities and health materials outlined in the Courses of Study for the Intermediate Division of the Ontario Ministry of Education.

Part II of the Program for the Intermediate Certificate (3 hours).
The prerequisite for Part II is a minimum of 6 university credits in Physical and Health Education. This course is a continuation of, and will be taken in addition to, Part I. It will be given only if a sufficient number of applications are received.

Program for the Specialist Certificate (6 hours).
Emphasis is placed on methodology, philosophic and scientific principles, and the organization and administration of all aspects of Physical and Health Education in the school situation. The prerequisite is a minimum of 24 university credits in Physical and Health Education (exclusive of methods courses). This program includes the work of the H.S.A. Type B course in Physical and Health Education.

The Specialist Certificate may be granted to a candidate who achieves the standard for Part I of the Intermediate Certificate and who obtains B standing in the Practice Teaching, the written examinations and the practical tests of the course.

3700 *Seminar in Physical and Health Education – Women* (6 hours).
3900 *Seminar in Physical and Health Education – Men* (6 hours).

For Type A candidates in Physical and Health Education.
The Seminar is concerned with: educational concepts relative to Physical and Health Education; scientific principles relative to human movement; organization and administration of all phases of the school Physical and Health Education program; methodology and teaching techniques. These seminars include the work of the H.S.A. Type B course in Physical and Health Education.
Ontario Teachers' Aquatic Standard. A candidate who meets this standard will be awarded an O.T.A.S. certificate, which qualifies the holder to teach aquatics in Ontario school programs.

Complementary Studies

105 *Current Health Problems in North American Society* (2 hours). A survey course including lectures and seminars related to such health areas as cardiovascular disease, mental health, air and water pollution, consumer health, drugs, and human sexuality.

115 *Outdoor Education* (2 hours). An introductory course emphasizing the use of the outdoor environment as an educational medium. An interdisciplinary program which includes lectures and seminars and devotes a considerable amount of time to field work.

132 *Physical and Health Education for Elementary Schools* (2 hours). A critical examination of teaching procedures which relate specifically to the aims of Physical and Health Education; an activity course based on participation in and examination of games, gymnastics and dance appropriate for the healthy development of children. Special emphasis will be placed on grades 7 and 8.

151 *Affective Learning through Physical Education.* Offered only in the Woodsworth College degree program.

53. Political Science

450 *Political Science* (5 hours). A program of lectures and seminars involving group work, presentations and films with specific reference to classroom practice. Political science as a discipline and its place in the secondary schools; the Government of Canada – machinery, process, performance and participation; principles of course construction – group preparation and presentation of representative units selected from Ontario Ministry of Education Guideline: People and Politics; current events in the classroom; examination of a variety of approaches to the teaching of Politics and Government; motivation and evaluation of students and teachers.

4300 *Political Science* (5 hours). A seminar-workshop course for Type A candidates combining the academic study of political science with

practical experience in the pedagogy of the subject. Seminar discussions conducted by each member of the course centre around academic topics in the field of political science. Videotaped lessons by each candidate illustrating a variety of approaches provide a basis for critical analysis of effective methodology. One major research paper or project during the year.

54. Psychology and Sociology

455 *Psychology and Sociology* (5 hours). A series of seminars dealing with the curriculum of the secondary school course "Man in Society"; various approaches to teaching "Man in Society"; special techniques and curricular innovation as applied to "Man in Society". Preparation of a unit of study.

4500 *Psychology* and 5100 *Sociology* (5 hours). A series of seminars for Type A candidates dealing with the curriculum of the secondary school course "Man in Society"; systems models of the classroom; the application of social science theories to instructional behaviour; innovation and the process of curriculum construction; the role of the social scientist in the school milieu. Preparation of one major paper during the year.

55. School Librarianship

465 *School Librarianship* (6 hours). An introductory course for potential school librarians. The following aspects of the school library will be explored: collection, including curriculum, recreational and basic reference materials; services; administration; organization of materials. Seminars for discussion of materials and student presentations, laboratory periods for practice, and lectures constitute the format of the course. *School Librarianship* 465 is Part I of a two-part program leading to the Intermediate Certificate in School Librarianship. To complete the requirements for the Intermediate Certificate, a summer session subsequent to one year of successful experience in a school library is required.

466 *School Librarianship* (6 hours). For candidates who hold an accredited degree in library science. Emphasis will be placed on services given by the school library, the curriculum development function of the school library, and special research projects. Successful candidates may be granted the Specialist Certificate in School Librarianship, on the recommendation of the Department.

56. Science Education

470 *Science* (4 hours). The role of science in elementary and secondary education; the aims and objectives of science education; science curriculum design; unit planning and lesson planning; a study of representative portions of contemporary science courses; an examination of the various approaches to the teaching of science; procedure and methods used to obtain maximum student interest and participation; recognition of individual student differences; the use of audiovisual

aids in science teaching; source materials; the purchase, maintenance and use of equipment; testing and evaluation.

0300 *Biology* (7 hours). For Type A candidates in Biology.

0500 *Chemistry* (7 hours). For Type A candidates in Chemistry.

4100 *Physics* (7 hours). For Type A candidates in Physics.

Courses 0300, 0500, and 4100 consist of a series of lectures, seminars and laboratory workshops which emphasize the methodology and content of the Intermediate and Senior Divisions in the various branches of science. Students taking any of the Type A courses are not required to enrol in course 470, since its content is included in each of the above.

Complementary Studies

109 *Environmental Studies* (2 hours). From the areas of freshwater ecology, terrestrial ecology, soil ecology, environmental pollution, and urban studies, material is selected that can be used to supplement existing programs in schools or to build an interdisciplinary course in Environmental Studies. This course has a science base. Field experience is provided.

140 *Science Programs in Elementary Education* (2 hours). A course of particular interest to candidates in Science who have not elected *Elementary Education* 365. It includes a study of the science programs currently given in elementary schools, teaching techniques and procedures specific to age level, and correlation of science in the senior elementary grades and the junior secondary grades.

162 *Skill Crafts for Science Teachers* (2 hours). Offered jointly by the Departments of Science Education and Technical and Industrial Arts, this course provides training in skills required for the construction of apparatus, models, and teaching aids for science classes. Basic training is given in soldering, welding, glass blowing, simple electronic circuitry, photography, film developing, and the safe operation of shop machines. A small fee will be charged to cover the cost of materials used.

Bachelor of Education Degree Program (Woodsworth College)

57. Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education, in cooperation with Woodsworth College, University of Toronto, offers to holders of Ontario permanent basic teaching certificates a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Part II. Educational Theory, and Part IV, Complementary Studies, as listed in the Woodsworth College calendar.

Admission Requirements:

a an approved degree from an accredited university (See Section 21).

b an Ontario permanent basic teaching certificate.

General Information:

1 The summer day sessions are of six weeks' duration.

2 the course in each subject will be thirty class hours.

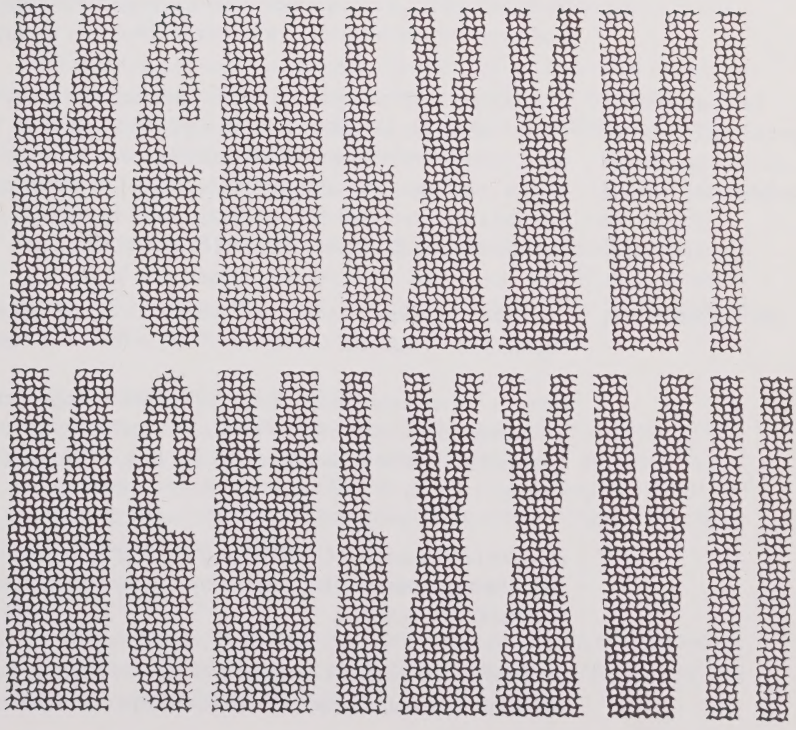
3 A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

Inquiry and Application:

Co-ordinator of Part-time Study Degree Program, Faculty of Education (978-5261)

or

Woodsworth College, 119 St. George St., Toronto M5S 1A9 (978-2405)


AMERICAN

Programs in Technical and Industrial Arts Education
(A) Vocational or Occupational Certificates and Bachelor of Education Degree

58. Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), awarded by the Ontario Ministry of Education.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to either of the above certificates, but who are ineligible for the Bachelor of Education degree.

Candidates for either the Bachelor of Education degree or the Diploma in Technical Education must achieve at least D standing in each course, and an overall average of C or better in the entire program.

59. Vocational Certificate, Type B, or Occupational Certificate, Type B (Practical Subjects)

Candidates with suitable academic standing and wage-earning experience who meet all admission requirements peculiar to their subject area, who successfully complete an approved program of teacher education, and pass the appropriate technical proficiency examinations, will be recommended for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

60. Certification

Interim Vocational Certificate, Type B, becoming when permanent the Permanent Vocational Certificate. This is the basic certificate.

Interim Vocational Certificate, Type A, becoming when permanent the Vocational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Technical Director in a secondary school.

Interim Occupational Certificate, Type B (Practical Subjects), becoming when permanent the Permanent Occupational Certificate. This is the basic certificate.

Interim Occupational Certificate, Type A (Practical Subjects), becoming when permanent the Occupational Specialist's Certificate. This is

the higher certificate. It may qualify the holder to become the Director of an Occupational Department.

Each certificate is issued on an interim basis, qualifying the holder for five years to teach the designated subject(s) in an Ontario secondary school.
Upon completion of two years' successful experience teaching the designated subject(s) in an Ontario secondary school, a holder of the interim certificate may request that it be made permanent by the Ministry of Education.

61. General Conditions of Admission

An applicant for admission to the one-year program leading to certificates in Vocational, Occupational, or Industrial Arts must make application not later than August 15 to the Director of the Department of Technical and Industrial Arts, on a form to be obtained from him, and shall submit with the application:
1. *A birth certificate.* If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status. For the Vocational and Occupational Programs, male applicants shall be at least 23 years of age; female applicants shall be at least 21 years of age.
2. Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health and applies to all personnel who work directly or indirectly with pupils in the schools.

Vocational or Occupational Certificate, Type B

To this program may be admitted holders of an approved degree in engineering, architecture, nursing or science from a recognized university; graduates of polytechnical institutes or colleges of applied arts and technology; and skilled tradesmen.

Engineers

An applicant must hold a four-year degree from the faculty of applied science of a recognized university, and must submit statements to prove not less than two years' subsequent experience in the field of his/her major subject.

Technologists and Technicians

An applicant must hold a three-year diploma from an approved program offered by a polytechnical institute or college of applied arts and technology, which requires Ontario grade 12 standing as one of the conditions for admission. Three years of acceptable work experience must also be documented.

Skilled Tradesmen

An applicant is required to give evidence of a minimum of a secondary school graduation diploma, or equivalent; approved trade training; and experience (generally seven years).

The training or apprenticeship required is the same as for journeyman's qualifications in the trade concerned. Special training obtained in an approved day vocational school will be taken into account. Applicants shall submit statements from the persons or firms under whom they were trained, showing the length of the training period and the nature of the work. The trade experience required shall be several years as a wage-earning journeyman with reputable firms, and shall be such as to show that the applicant is a skilled craftsman, competent in the main branches of the trade concerned, and familiar with its recent development. The length of the journeyman experience depends upon the nature of the trade. Documentary evidence of experience in the trade in approved shops shall be furnished by the applicant.

An applicant for admission to the program leading to the Occupational Certificate, Type B (Practical Subjects), shall furnish proof of wage-earning experience over at least seven years and involving at least three trade areas.

In calculating the total years of wage-earning experience and/or training, normally only those years subsequent to the date of the highest academic attainment used in the calculation can be credited unless the academic program of the candidate was interrupted for a number of years by such wage-earning activity.

NOTE:

1 In all cases the name of the degree, diploma, or apprenticeship must correspond with both the nature of the wage-earning experience and the subject to be taught.

2 A minimum of two years of Canadian wage-earning experience is recommended.

63. Spring Program, Vocational or Occupational Type B

A two-session program of teacher education, leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), beginning in May.

Admission Requirements

These are identical to the admission requirements for the one-year program. See Sections 61 and 62.

Program

A complete program consists of two four-month sessions. These two sessions do not have to be taken in the same year. After finishing the initial session, a candidate may leave, and return not more than one year later to enrol for the completing session.

Attendance at a second spring session will be permitted only if it is preceded by a minimum of four months of approved supervised internship in an appropriate full-time teaching position.

Content of the complete spring program will be equivalent to that of the fall and winter program.

4. Vocational or Occupational tificate, Type A

This program is offered to graduates of a faculty of applied science or a faculty of architecture or graduates holding the B.SC.N. degree from a recognized university, with at least 70% or B, whichever is higher, in the final and one other year. An applicant must submit evidence of not less than two years of approved wage-earning experience in the field of his or her major subject.

Each candidate must take the courses of the program for the Type B Certificate, and must obtain a minimum standing of B.

The candidate must take additional courses in the organization, administration, and supervision of vocational schools, educational measurement, curriculum development, comparative education, and philosophy of education.

5. Program for the Vocational r Occupational tificate, Type B

The program consists of five parts:

PART I TEACHING SUBJECTS

All candidates will take the following courses:
Methods of Teaching the Technical and Industrial Arts 702
Principles and Practices of Technical and Occupational Education 703 (for Vocational/Occupational students only)

PART II EDUCATIONAL THEORY

All candidates will take the following courses:
Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical-Occupational Subjects 701
Educational Psychology as it applies to Technical Education 706
History and Philosophy of Technical Education 708

PART III PROFESSIONAL PRACTICE

Practice Teaching is a ten-week program, conducted in secondary schools, outside as well as within the area of Metropolitan Toronto. Candidates entering the course must be willing to accept practice teaching assignments to those schools selected by the Department of Practice Teaching. A candidate absent during regular practice teaching weeks may be required to make up the deficiency at the end of the session.

PART IV COMPLEMENTARY STUDIES

a All candidates will take the following courses:
Communication Arts in Modern English: Expository Rhetoric and Semantics 707
Technical Workshop 713

b In addition, a candidate must elect one course from the following:
Introduction to Special Education 711
Mathematics 712

PART V TECHNICAL PROFICIENCY EXAMINATIONS

Each candidate will be required to pass examinations designed to test his or her attainments as a skilled worker in the subject concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

66. One-Year Session Leading to the Bachelor of Education Degree

To this program may be admitted an applicant who holds an approved degree in engineering, architecture, nursing, arts or science from a recognized university. Successful candidates with Canadian citizenship or Landed Immigrant status will be recommended to the Ontario Ministry of Education for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

The program consists of five parts:

PART I TEACHING SUBJECTS

As in Section 65, Part I.

PART II EDUCATIONAL THEORY

a All candidates will take the following courses:
Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical–Occupational Education 701
b In addition, a candidate must elect two courses from those offered in Section 65, Part II, or Section 24, Part II(b).

PART III PROFESSIONAL PRACTICE

As in Section 65. Part III.

PART IV COMPLEMENTARY STUDIES

A candidate must elect one course from Section 65, Part IV.

PART V TECHNICAL PROFICIENCY EXAMINATIONS

As in Section 65, Part V.

67. Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

TEACHING SUBJECTS

702 *Methods of Teaching the Technical and Industrial Arts* (4 hours). An introduction to the methodology of teaching skills, concepts, and habits within technical and industrial arts facilities. The course is highly practical in nature with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. The writing of behavioural objectives, lesson planning, analysis of formal lesson types, and ways of maximizing the effectiveness of individual and small group instruction will be applied in a practice teaching workshop and in micro-teaching. Instruction and practice will be given in the preparation of instructional materials, and in methods of testing and evaluating performance.

703 *Principles and Practices of Technical and Occupational Education* (4 hours). An introduction to the basic philosophy of technical education, relating the concepts and generalizations of technical education to its role in general education; an examination of entering behaviours and learning needs of students; a discussion of facets of the teaching process emphasizing the most effective and efficient methods.

EDUCATIONAL THEORY

201 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

701 *Curriculum Development for Technical-Occupational Education* (2 hours). A course consisting of four separate assignments: Subject Analysis; Course of Study; Model Shop Plan; Equipment List and Budget. Subject analysis involving organization of the candidate's teaching subject into blocks and later into practical and theoretical lessons; unit, modular, and cluster courses of study designed to satisfy the needs of today's high school student; emphasis on design and planning of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a supplies budget and sample orders for some major equipment.

706 *Educational Psychology as it applies to Technical Education* (3 hours). An introductory course designed for teachers of Technical and Industrial Arts. As such, special reference is given to the application of educational psychology to teaching and learning practical subjects. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

708 *History and Philosophy of Technical Education* (2 hours). Designed to acquaint the student with the historical development of education and the philosophical concepts which underly it. The topics are set forth to show the vocational aspects of educational developments from the ancient world to the present and to reflect the theories and practices of education as advocated by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey and Whitehead. Stress will be placed on the influence of these philosophers on current vocational practice so that a proper perspective may be gained as we examine the various facets of general educational practice.

707 *Communication Arts in Modern English: Expository Rhetoric and Semantics* (3 hours).

EXPOSITORY RHETORIC – WRITTEN (2 hours, Fall Term). Methods and patterns of clear and effective writing; relationship between seeing, thinking, and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

EXPOSITORY RHETORIC – ORAL (1 hour, Fall Term). Communicating with an audience; eliminating self-consciousness; voice improvement; oral reading; methods of effective oral presentation in the classroom. Video-tape is used extensively for self-evaluation of performance.

SEMANTICS (Spring Term). Introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstraction, thought and action; uses of language – both verbal and non-verbal – in popular culture, advertising, mass media, the press, religion, science, education.

711 *Introduction to Special Education* (2 hours). A preparation for teaching exceptional children, which includes philosophy, methodology and management of the various types of programs in the public school system, as well as psychology and mental health relating to slower learners.

712 *Mathematics* (2 hours). A course designed to acquaint the students with mathematics as taught at the secondary level, including *core* topics involving operations with fractions and decimals, the solution of linear equalities and inequalities, formulae, ratio and proportion, powers and roots; and *elective* topics chosen from trigonometry, problem solving, the slide rule, estimation and scientific notation, mathematical structure, relations and graphs and calculus.

713 *Technical Workshop* (3 hours). An opportunity for technical and occupational student teachers to broaden and upgrade their knowledge and skills in the teaching subject area in which they will be certified, or in a related teaching subject area.

(B) Industrial Arts Programs

68. Industrial s Certificates

Candidates with suitable academic standing and an Ontario Elementary, High School Assistant's or Vocational Teaching Certificate, or equivalent, may enter a one-year program leading to an Industrial Arts Certificate.

NOTE:
Each teacher of Industrial Arts in grades 1–6 must hold an Elementary School Teacher's Certificate in addition to the Industrial Arts Certificate.

Intermediate Industrial Arts Certificate
The Intermediate Industrial Arts Certificate qualifies the holder for five years as a full-time teacher of Industrial Arts in all divisions of elementary and secondary schools.
A Permanent Intermediate Certificate may be requested of the Ministry of Education upon completion of two years' successful experience in an elementary or secondary school in Ontario.

Specialist Industrial Arts Certificate
The Specialist Industrial Arts Certificate is based on advanced study beyond the Intermediate Certificate program. It is valid for five years. The holder may ask the Ministry of Education for a Permanent Specialist Industrial Arts Certificate upon completion of two years' successful experience in Ontario in Industrial Arts teaching.

69. General Conditions of Admission

An applicant for admission to the one-year program for certificates in Industrial Arts must make application, not later than August 15, to the Director of the Department of Technical and Industrial Arts, on a form to be obtained from him, and shall submit with the application:

1. *A birth certificate.* If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status.
2. Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

70. Intermediate Certificate Half-Year and One-Year Programs

If there are enough applicants, a special half-year program beginning in January will be offered to those who have successfully completed Parts I and II of the Elementary Industrial Arts summer program with a minimum standing of B in Part II.

In all cases, candidates who do not have the required B standing are required to complete the one-year program leading to the Intermediate Certificate in Industrial Arts.

The program consists of three parts. All courses are compulsory.

PART I TEACHING SUBJECTS
Material Science 632
Design Technology 640
Design Environment 645
Fabrication and Production 650

PART II EDUCATIONAL THEORY
Curriculum Development 630
Philosophy of Contemporary Industrial Arts 634

PART III PROFESSIONAL PRACTICE
Since each candidate enters the program with a teaching certificate, he is given only three weeks in a practice school. His teaching progresses from individual and group instruction to complete charge of routine duties and class instruction. If possible, the candidate is sent to an Industrial Arts room in an elementary, a junior high, and a secondary school.

71. Intermediate Certificate Spring Program

A program leading to the Intermediate Industrial Arts Certificate is offered in one session, from May to August. This is an extension of the program leading to the Elementary Industrial Arts Certificate, and provides advanced experiences selected from the one-year program leading to the Intermediate Certificate.

Admission requirements:
1 an Occupational (Practical Subjects) or Vocational Certificate, or
2 an Ontario Elementary or High School Assistant's Certificate, or equivalent, and an Elementary Industrial Arts Certificate, or equivalent.

72. Specialist Certificate

Admission requirements:
1 an Ontario Intermediate Certificate in Industrial Arts; and
2 at least one subsequent year's successful teaching in the field of Industrial Arts, as verified by the supervisory officer concerned; and
3 evidence of having obtained not fewer than six grade 13 credits or approved equivalents, including one credit in English or français. It is recommended that the applicant include credits in mathematics and science.

The program consists of three parts:

PART I TEACHING SUBJECTS

A candidate must elect three of the following courses:
Architectural Drawing and Building Construction 660
Techniques of Visual Communication 661
Electricity Technology 662
Electronics Technology 663
Fabrication and Production (Junior Grades) 664
Foundation Design 665
Mechanics 666
Metal Fabrication and Production 667
Modern Materials 668
Plastics Fabrication and Production 669
Recreational Activities – Crafts 670
Design and Construction of Outdoor Recreational Equipment 671
Science Technology 672
Wood Fabrication and Production 673

PART II EDUCATIONAL THEORY

A candidate must elect three courses from a combined list of those given below and suitable courses from Section 24, Part II.
Creativity and Problem Solving 681
Curriculum Development 682
Introduction to Research Techniques 684
Individual Research Project 686
Research Techniques 687
Comparative Education 750

PART III PROFESSIONAL PRACTICE

Each candidate is given at least three weeks of practice teaching in a program designed to satisfy the needs and interests of the individual candidate. Experimentation and the use of new methods are encouraged. Candidates are allowed to select the grade levels for their practice teaching and, with the cooperation of the associate teacher, are given the opportunity to modify and evaluate the curriculum. A written assignment is also required.

73. Details of courses

INTERMEDIATE

630 *Curriculum Development* (1 hour). A study of the problems involved in developing the program and environment for teaching Industrial Arts. Lecture and assignment.

640 *Design Technology* (6 hours). Electricity and Electronics: concepts, applications, power mechanics, and central control of electricity; methodology and teaching techniques. Lecture and laboratory. Mechanics: simple machines and applications; fluid power; basic physics as applied to mechanics; methodology and teaching techniques. Lecture and laboratory.

645 *Design Environment* (6 hours). Introduction to basic elements and principles of visual aspects of the environment, and the process of designing, recording and communicating ideas in two and three dimensions; methodology and teaching techniques. Lecture and laboratory.

650 *Fabrication and Production* (12 hours). The development of basic skills in the use of hand tools and machines, and in the handling of materials. Areas of study include the processing of natural and synthetic materials. Problem-solving techniques are learned as the acquired skills are applied. Methodology and teaching techniques. Lecture and laboratory.

632 *Material Science* (2 hours). The study of the structure and properties of materials related to sources; production and use. Methodology and teaching techniques. Lecture and laboratory.

634 *Philosophy of Contemporary Industrial Arts* (2 hours). Current educational thought: contemporary aims, problems, and practices in education, with particular reference to Industrial Arts education. The general purpose of the course will be to present a philosophical insight to help students appreciate modern educational issues. Lecture and seminar.

SPECIALIST

660 *Architectural Drawing and Building Construction* (4 hours). An experimental approach to structures; a survey of current codes and practices of the construction industry; a study of the materials of construction, their properties and use in modern construction with special attention to their effect upon architectural design; a group construction problem. Methodology and teaching techniques. Lecture and laboratory.

661 *Techniques of Visual Communication* (4 hours). Technical drawing, sketching, photography, video and other techniques applied to the design process. Methodology and teaching techniques. Lecture and assignment.

662 *Electricity Technology* (4 hours). Theory and test of devices such as motors, relays and solenoid valves. Such devices to be used with various sensors for heat, light, sound, pressure and strain. A study of automotive systems. Methodology and teaching techniques. Lecture and laboratory.

663 *Electronics Technology* (4 hours). Semi-conductor theory with experiments and application; the use of experimental kits which provide suitable classroom problems. Methodology and teaching techniques. Lecture and laboratory.

664 *Fabrication and Production – Junior Grades* (4 hours). Industrial Arts activities for younger children.

665 *Foundation Design* (4 hours). Concerned with the education of vision through the design process by exploring basic design concepts within the limitations of tools, materials and techniques. Methodology and teaching techniques. Lecture and laboratory.

666 *Mechanics* (4 hours). Study and application of power sources and mechanical devices. Methodology and teaching techniques. Lecture and laboratory.

667 *Metal Fabrication and Production* (4 hours). Advanced study of metals as materials of construction; metal structures; methods of forming, assembly and treatment; tooling for production; design approaches, and application of theory and principles to a variety of metal fabrication fields. Methodology and teaching techniques. Lecture and laboratory.

668 *Modern Materials* (4 hours). Study of new materials and processes and their application in the Industrial Arts classroom. Lecture and laboratory.

669 *Plastics Fabrication and Production* (4 hours). Study of material and means of production in greater depth applied to design fabrication problems. Methodology and teaching techniques. Lecture and laboratory.

670 *Recreational Activities – Crafts* (4 hours). Study of craft materials and processes applicable to Industrial Arts teaching. Lecture and laboratory.

671 *Design and Construction of Outdoor Recreational Equipment* (4 hours). Design, construction and use of equipment related to outdoor recreation. Lecture and laboratory.

672 *Science Technology* (4 hours). Scientific principles applied in inventive construction cutting across activity boundaries. Methodology and teaching techniques. Lecture and laboratory.

673 *Wood Fabrication and Production* (4 hours). Advanced problems dealing with forming, fabrication and processing of wood and allied materials; machine methods with an orientation toward design for production on a limited production basis. Methodology and teaching techniques. Lecture and laboratory.

681 *Creativity, and Problem Solving* (4 hours). Psychology of problem solving; psychology of perception; stages in logical problem solving;

system approach; problem solving as an educational strategy; creative technology. Lecture and seminar.

682 *Curriculum Development* (4 hours). The interaction of society and education; current curricular trends in Ontario education; dynamics of curriculum development. Lecture and assignment.

684 *Introduction to Research Techniques* (2 hours). Introduction to research techniques: purpose and rationale, sources of human knowledge, research and problem solving, e.g., definition of problem, related investigations, hypothesis, design of study, collection and evaluation of data, analysis of data, conclusion, report.

686 *Individual Research Project* (4 hours). A student who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. He must have completed course 684 or show evidence of research skills appropriate to the area of study, and submit a brief proposal acceptable to the Department.

687 *Research Techniques* (2 hours). Discussion based on assignments completed in course 684. Research techniques, statistical analysis; techniques of reporting; formulation of conclusions. (Prerequisite: 684 or equivalent)

750 *Comparative Education* (2 hours). (See Section 100)

74 Final Standing

The final standing of students in attendance in the program for the Vocational Certificate, Type B, Occupational Certificate, Type B (Practical Subjects), or programs for the Intermediate and Specialist Certificates in Industrial Arts, will be determined by the sessional records of the respective programs. The sessional records in each program represent oral and written exercises, practical work, research reports, frequent tests, and the results of term and final examinations.

The standing of candidates will be determined by the combined results of term work and of the final examinations in the subjects of Parts I, II and IV, by the examination results of Part V, and by the record of Professional Practice in Part III.

Standing in the subjects of Parts I, II and IV will be issued as follows: A 80–100, B 70–79, C 60–69, D 50–59, F below 50.

Final marks in any subject or for any Vocational, Occupational or Industrial Arts Certificate may not be issued until all assignments have been completed satisfactorily.

A student who obtains 50% in each of the courses in Parts I, II and IV and 50% assigned for Part III and for Part V, if applicable, may be recommended by the Council of the Faculty for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects) or the Intermediate or Specialist Industrial Arts Certificates.

A candidate must pass a performance test before being recommended for the Intermediate or the Specialist Industrial Arts Certificate.

A candidate who fails or withdraws from attendance may re-attend in a subsequent year, with the approval of the Council of the Faculty.

75. Technical Proficiency Examinations

A candidate for the Vocational or Occupational Certificate, Type B, must obtain at least 50% in both the theory and practical parts of the appropriate Technical Proficiency Examination.

76 Supplemental Privileges

A candidate for the Vocational or Occupational Certificate, Type B, (Practical Subjects) or the Intermediate or Specialist Certificate in Industrial Arts who passes in Part III (Professional Practice) and fails in not more than two subjects of Parts I, II and IV shall be exempted from

further attendance. The subject(s) failed must be re-written at an annual examination to complete standing for a certificate.
It is the responsibility of the student concerned to apply, not later than July 1, for permission to write the supplemental examinations in which standing is desired.
The statements about academic records and examinations (Section 10) also apply to all candidates for Vocational, Occupational, and Industrial Arts Certificates.

FAILURE IN MORE THAN TWO SUBJECTS

Candidates who fail in more than two subjects of Part I or Part II or in either division of Part III (Professional Practice) will be required to attend and successfully complete another session as follows:
1 Candidates for Vocational, Occupational (Practical Subjects) or Industrial Arts Certificates shall attend the January–May session of the one-year program.
2 Candidates for the Vocational, or Occupational (Practical Subjects) Certificates, Type A or Specialist Industrial Arts who fail in two or more subjects will be required to repeat the session concerned.

FAILURE IN TECHNICAL PROFICIENCY EXAMINATIONS

Candidates who obtain a standing below 50% in either the theory or practical technical proficiency examinations may attempt a supplemental examination at a time arranged by the Supervisor of Technical Proficiency Evaluation. Those who fail to obtain 50% in this supplemental examination will be excluded from further professional training.

NOTE: As the value of an endowed scholarship or prize is dependent on the actual income of the fund, it is possible that the value of certain scholarships and prizes at the time of payment may be less than the amount stated in the calendar.

77. The William Pakenham Fellowship in Education

The late Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

The Pakenham Memorial Prize

As a memorial to Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize to the value of the interest on $1,000. The Prize will be in the form of books, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the Faculty, in the High School Assistants' Program, Type B.

9. The Hugh W. ryan Memorial Prize of The Ontario Secondary hool Teachers' Federation

The Ontario Secondary School Teachers' Federation has founded an annual scholarship to the value of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. The prize will be awarded by the Scholarship Committee of the Federation at the close of each session, and after receipt of a report from the Council of the Faculty of Education, to the student in regular attendance throughout the session in the High School Assistants' Program who has shown

'the most outstanding qualities of scholarship, teaching ability, and character.'

80. International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $200 to be awarded annually to one or more students registered in the Faculty of Education on the basis of participation and achievement in the Computer Studies course. Applications not required.

81. The Morgan Parmenter Memorial Award in Counsellor Education

Established by Mrs. M. D. Parmenter and N. G. T. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Counsellor Education Course in the one-year Bachelor of Education degree program and is based on scholarship, teaching ability and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

82. Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of College and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto, M7A 1C6 (965-3208).

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Institute of Child Study

83. Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Director's Office, Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre for research with children, and for professional training in Early Childhood Education and Child Assessment and Counselling. There are approximately 70 students registered each year in the program leading to the Diploma in Child Study. The laboratory school, which operates from September to June, with an enrolment of 185 children ranging in age from 3 to 12 years, serves as a resource both for students in the Diploma program and for research activities of the students and staff.

The Institute was founded in 1926, as St. George's School for Child Study – the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constitutent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

84. Program leading to the Diploma in Child Study

Qualified students may participate in the academic program of the Institute under one of the following arrangements:

1 Two-year program for students enrolled in Early Childhood Education or Child Assessment and Counselling. Candidates must successfully complete ten full courses, including all courses prescribed. In special cases, the two-year program may be taken in three years.
2 One-year program for students with prior professional training and experience. Candidates must successfully complete five full courses, including all courses prescribed. The one-year program may be taken in two years.
3 Occasional students, not proceeding to the Diploma, may enrol in one or more courses with the approval of the instructor(s). In exceptional cases, an occasional student may be granted credit toward the Diploma for courses taken at the Institute within the two previous years.

NOTE:
1 A full course normally involves two hours per week of lectures throughout the academic year, and, in some cases, field work.
2 A student may take one or more approved courses in another division of the University as part of the Diploma program.

Academic Requirement for Admission
A bachelor's degree, with B standing, from a recognized university.

Application Procedure
Applications, on forms obtained from the Secretary of the Institute, should be submitted as early as possible in the calendar year, and not later than April 15. Enrolment is limited. In the event that a space is not immediately available, names of eligible applicants will be placed on a waiting list.

Each completed application form must be accompanied by:

1 an official transcript of a complete university course, or an official transcript of university work to date and a complete official transcript as soon as available.
2 an official statement of other academic or vocational courses, if applicable.
3 two references from persons familiar with his or her academic and professional pursuits,
4 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

An interview will be required of each applicant unless distance makes this impossible, in which case the application may be considered on

submitted records, and the applicant will, if accepted, be interviewed at the time of registration.
For a candidate whose first language is other than English a requirement for admission may be the passing of the Communication Test for Teaching in the English Language, administered by the Faculty. (See Section 9)

Conditions for Final Standing
A student must complete all sections of the prescribed program with an overall B standing. Standings are based on assignments throughout the year and on participation in seminars, projects, and field practicum. A student who fails may re-attend with the approval of the Council of the Faculty.
A student who wishes special consideration because of illness or other causes should make representation in writing to the Director before the close of the academic year.
Fees (See Section 18)

Description of Programs

85. Early Childhood Education

This program leads to the Elementary School Teacher's Certificate, Standard Four, and to the Primary School Specialist's Certificate, as well as the Diploma in Child Study. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school, and further practice will be arranged in public/separate schools and in areas of special interest to the student. Students with professional training and prior experience in education may be admitted to a one-year program, arranged in consultation with the co-ordinator of the Early Childhood Education Program. Additional practica in infancy or research may also be arranged with the co-ordinator of the Early Childhood Education Program.

FIRST YEAR:
002 Child Development*
020 Introduction to Early Childhood Education
One of: 021 Assessment of Young Children in Play and Educational Settings
022 Analysis and Evaluation of Children's Learning Tasks
005 Research with Children

*Students who have had satisfactory prior coursework in child development may choose an alternative course.

023 Curriculum Design and Implementation, Part I
024 Teaching Practicum

SECOND YEAR:
201 Structural and Legal Bases of the Ontario School System (half course)
One of: 003 Group Processes and Family Life
007 Personality Development and Socialization
026 Programming for Young Children
028 Curriculum Design and Implementation Part II (half course)
027 Advanced Teaching Practicum
Elective: equivalent of one full course

NOTE: In special circumstances, students may wish to take the program in Early Childhood Education without proceeding toward teacher certification. In such cases, some variation in the course of studies may be arranged.

86. Child Assessment and Counselling

In the first year, the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school, as part of the teacher-counsellor team.
In the second year, the student is introduced to methods of interviewing children and adults, and the theories and techniques of therapeutic intervention. Opportunities are given for observation of and participation in interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied. Students may arrange additional practica in infancy or research, in consultation with the co-ordinator of the Assessment and Counselling Program.

NOTE: Courses in this program are not open to occasional students.

FIRST YEAR:
002 Child Development*
003 Group Processes and Family Life
030A Introduction to the Assessment of Children's Intellectual Functioning (half course)
030B Introduction to the Assessment of Children's Emotional Functioning (half course)
032 Practicum in Educational Programs and Counselling

Elective: equivalent of one full course.

*Students with satisfactory prior coursework in child development may choose a second elective.

SECOND YEAR:

034 Principles of Child Management (half course)
035A Selected Topics in Interviewing and Counselling (half course)
035B Practicum in Interviewing and Counselling (half course)
036 Theories of Counselling
037 Practicum in Assessment and Counselling
039 Rorschach Analysis (half course)
Elective: equivalent of one full course.

87. Core Courses

001 *Child Study*. An examination of the principles of development of children and a consideration of the influences affecting the course of such development. The implications for children's care and education will be considered.

002 *Child Development*. A study of human development from infancy to adolescence, with emphasis at each age level on developmental changes, situational influences and individual differences in achievements, basic capacities, self processes, and specific problems and opportunities. The primary focus will be on behaviour, environments, and achievements. Students will interview children, parents, and teachers, as well as conducting simple ability assessments with children from one to eighteen.

003 *Group Processes and Family Life*. An examination of family life from the standpoint of small group theory and research. Socialization processes in the context of family life will be related to prospects for fostering social competence. Case material and live interviews with normal families will be used to provide students with an opportunity to analyze family interaction and plan remedial programs.

004 *Development in Infancy*. An examination of the development of children from birth to two years, with a view to understanding normal development and recognizing deviations from it. A study of the effects of prenatal influences, birth trauma, and postnatal experiences on later personality. An investigation of the research literature having a bearing on these factors. Observation of infants in various settings.

005 *Research with Children*. An introduction to applied research with children. The first part concerns practical evaluation of published research, including purpose, design, clarity of reported results, and conclusions drawn. Students will participate in two small projects to illustrate the nature and problems of measurement in child study, and of conducting research in general. The second part concerns skills for planning, conducting, analyzing, and reporting research with children.

006 *Theories of Human Development*. An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and

current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

007 *Personality Development and Socialization.* An examination of major critical developments characteristic of infancy through adolescence. Mental health aspects are considered in relation to personality development at various stages with the primary focus on the concept of security. Practice is provided in the administration and interpretation of personality tests for school-age children, with emphasis on the Primary Form and Elementary Form of the Institute of Child Study Security Test.

008 *Cognitive Development.* An investigation of the basic concepts in cognitive psychology, with emphasis on developmental aspects.

009 *Language Development.* The first part of the course will provide an overview of issues in the field of language development, with emphasis on the relationship between the processes through which children acquire language and those involved in cognitive development. The second part of the course will survey some developmental and remedial language programs for young children. Some standardized tests currently used to assess levels of language development will also be studied. Some previous study of psychology is prerequisite.

011 *Programs in Special Education.* The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

ly Childhood Education

020 *Introduction to Early Childhood Education.* The nature and conditions of learning in the age range of three to thirteen years. The concept of readiness for learning is examined, as well as the situational, emotional, and cognitive aspects of learning. Emphasis is placed on the changing nature of the teacher's role as the child becomes increasingly able to direct his own learning. Work is based on practicum experiences, observations, visits, readings and projects. (This course must be taken in conjunction with course 024.)

021 *Assessment of Young Children in Play and Educational Settings.* A study of young children's behaviour, with emphasis on what is called "play", combining both theory and actual observation, with the purpose of developing an educational plan to meet the needs and abilities of the individual child.

022 *Analysis and Evaluation of Children's Learning Tasks.* Students will observe behaviour of young children in a variety of learning situa-

tions, and analyze the skills and knowledge prerequisite to the observed behaviour. These analyses will serve as the basis for setting individual objectives, for designing educational experiences to achieve these objectives, and for evaluating the outcome of the educational intervention.

023 *Curriculum Design and Implementation, Part I.* A study of educational techniques, and the role of the teacher in designing, implementing, and evaluating curricula for children in nursery and primary school. Although emphasis is on integrated programs, the course covers specific instructional procedures in Communications (speaking, reading, writing, dance, drama), Aesthetics (music, art, physical education), Science (mathematics, science), and Environmental Studies (social studies). Attention is also given to improving each student's background in the different subject areas.

024 *Teaching Practicum.* Includes an average of twelve hours a week supervised field experience in the Institute's laboratory school, in public and separate schools, and other settings, plus a four-week full-time placement following the end of academic classes. (This course must be taken in conjunction with course 020.)

026 *Programming for Young Children.* Students are required to develop and carry out complete educational and activity programs for the classroom. Small groups of students work together in preparing and implementing a program which is later analyzed in the light of various educational viewpoints, such as those of Montessori, Piaget, Bruner, Bereiter, Greelman, and others. Problems of administration, community and parent relations, and educational and community resources are also examined.

027 *Advanced Teaching Practicum.* Includes an average of twelve hours a week teaching experience, involving the development and implementation of an early childhood education program in the laboratory school, and also placement in public or separate school settings, and in a setting chosen by the student. As part of this practicum, a seminar is conducted on problems encountered, program development and implementation, parent participation, administrative issues, and community resources.

028 *Curriculum Design and Implementation, Part II* (half course). A continuation of course 023, with emphasis on curricula for children from grade three through grade eight.

89. Child Assessment and Counselling

030A *Introduction to the Assessment of Children's Intellectual Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing intellectual and perceptual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized

method of making observations. Clear and effective report writing is also emphasized.

030B *Introduction to the Assessment of Children's Emotional Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing emotional functioning. The development of tests, what they measure, and their use and misuse are discussed. Clear and effective report writing is emphasized.

032 *Practicum in Educational Programs and Counselling*. Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing; examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjunction with the practicum.

034 *Principles of Child Management* (half course). An exploration of methods designed to encourage desirable behaviour in children and discourage undesirable behaviour. Principles of child management based on a social learning approach to behaviour will be discussed in relation to managing individual children, as well as children in groups. Self-control strategies will also be emphasized.

035A *Seminar in Interviewing and Counselling* (half course). The purpose of this seminar is to cover a number of topics related to clinical training which are not contained under any single heading or described by any single textbook, e.g., the meaning and use of defence mechanisms, research on the efficiency of counselling, and the prediction of adult mental health status from childhood. Roughly half the topics to be covered are pre-determined, and the remainder are chosen by class interest and consensus.

035B *Practicum in Interviewing and Counselling* (half course). This course is designed to develop listening and understanding skills in interviewing and counselling settings. It will focus on an analysis of the critical variables of the counselling process: understanding, acceptance, sincerity, and communication. A laboratory in basic counselling skills is provided. Audio- and video-taped interviews will be used in exploring these skills.

036 *Theories of Counselling*. Exploration of several theories of the counselling process. Gentle scepticism toward all will prevail. Efforts will be made to understand and account for the utilization of components of various theories in different field practice settings.

037 *Practicum in Assessment and Counselling*. Students will normally

spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

039 *Rorschach Analysis* (half course). Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to clinical diagnosis and estimating prognosis in psychotherapy. This course includes practical training in the writing of personality evaluations based on Rorschach responses.

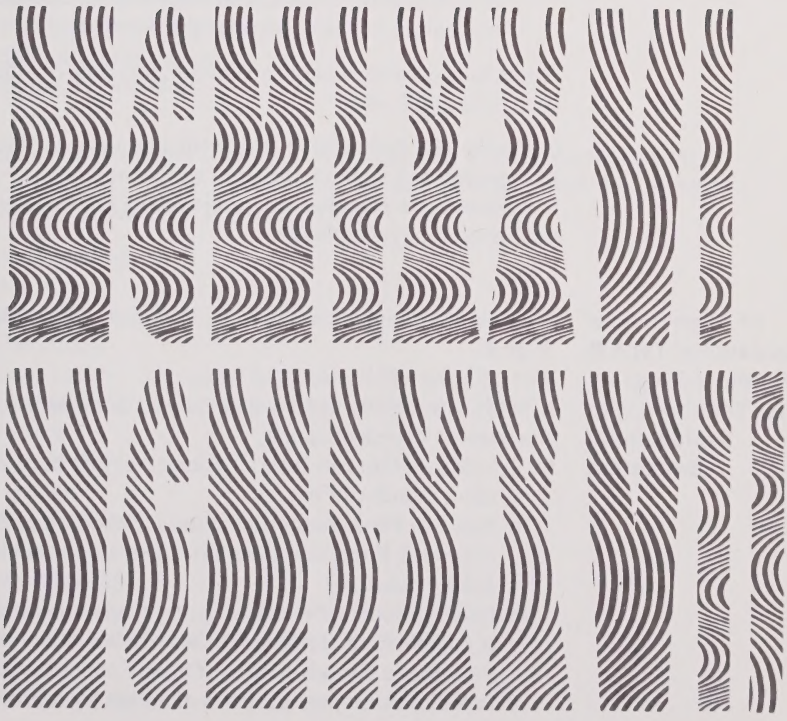
040 *Seminar and Practicum in Infant Care*. This course covers recent research and theory on infancy with implications for infant care, while giving students an opportunity to develop competence in infant practicum settings within the limits of an eight-week placement. Knowledge of infant development will be used to assess programs in day care centres and homes. Mental health will be studied and assessed. Prerequisite: course 004 or equivalent. *Students planning to take this course should arrange for one placement in an infant care setting in their first year of study.*

041 *Seminar and Practicum in Infant Assessment*. Designed to provide students with some depth of knowledge of recent research and theory on infancy. Knowledge of infant behaviour is gained by limited participation in day care program. The recognition and diagnosis of developmental stages are emphasized, and use of a standard developmental test and the Flint Infant Security Test are learned. The basis of mental health is discussed, and ways of promoting learning and mental health in infants are explored. Prerequisite: course 004 or equivalent.

050 *Research Seminars and Practica*. An opportunity for students to participate in current staff research projects. These include social development, day care environments, semantic development, curriculum and other topics in early childhood education. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis.

060 *Independent Study* (one half or one full course). Students may plan individual reading, field study, or research projects with members of the staff.

Summer Session



For dates of individual programs, see Academic Calendar, Summer Session, 1976, p. 5.

90. Elementary School Teachers' Summer Program for Teachers with Professional Education

A six-week program leading to the Elementary School Teacher's Certificate, Standard Four.

An applicant will be admitted who holds:

a an acceptable university degree, and
b **i** a valid Ontario teaching certificate other than E.S.T. 4, or
ii an Ontario Letter of Standing having the force of a certificate other than E.S.T. 4, or
iii a certificate from outside Ontario lacking sufficient Foundations or Curriculum credits, and for whom attendance at this course will complete the necessary qualifications.

Applicants who do not hold an Ontario teaching certificate must submit with their application:

a a copy of a Canadian birth certificate, or a certificate of Canadian Citizenship or Landed Immigrant status, and
b evidence of a negative tuberculin test or chest x-ray taken within the year preceding registration.

91. High School Assistants' Type B Summer Program for Teachers with Professional Education

A six-week program leading to the High School Assistant's Certificate, Type B.
An applicant will be admitted who:
a holds a university degree approved for admission to the High School Assistants' Type B program,
b **i** holds an Ontario Interim Elementary School Teacher's Certificate, Standard Four, or
ii holds a Permanent Elementary School Teacher's Certificate, Standard Four, and does not have a contract with a secondary school board, or
iii holds an acceptable teaching certificate other than **i** or **ii** above, or
iv is eligible for a secondary school Letter of Standing but wishes to familiarize himself with the Ontario school system, or
v failed in a one-year program of a Faculty or College of Education

but has been given permission by the Council of the Faculty to attend this course to make up a deficiency.

c submits evidence of a negative tuberculin test reading or chest X-ray taken within the year preceding registration.

d submits a copy of a Canadian birth certificate, or a certificate of Canadian Citizenship or Landed Immigrant status.

The program will consist of offerings from the following Departments:

Educational Administration
Educational Psychology
History, Philosophy and Sociology of Education

and an appropriate pattern of two secondary school subjects from the following (See Section 24 for prerequisites):

Art Education
Computer Studies
Dramatic Arts
English
French
Geography
History
Mathematics Education
Physical and Health Education
Psychology and Sociology
School Librarianship
Science Education

High School Assistants' A Seminars

Summer Seminars leading to the following High School Assistant's Certificates, Type A, alone or in combination, will be offered, subject to sufficient registration:

Anthropology
Art
Biology
Chemistry
Economics
English
French
Geography
German
History
Italian
Mathematics
Music
Physical and Health Education
Physics
Political Science

Psychology
Sociology

Admission requirements:

1 an Interim or Permanent Elementary School Teacher's Certificate, Standard Four, an Interim High School Assistant's Certificate, Type B, a Permanent High School Assistant's Certificate, an Interim Vocational Certificate, Type B, a Permanent Vocational Certificate, an Interim Occupational Certificate, Type B (Practical Subjects), or a Permanent Occupational Certificate (Practical Subjects).
2 the academic requirement as prescribed in the Ministry of Education Memorandum 1970–71:51. (Transcripts will be evaluated by the Office of Advanced Standing of the Faculty of Education.)
NOTE: If necessary to limit enrolment, preference will be given to candidates who hold permanent certificates.
Application for enrolment must be made to the Registrar, Faculty of Education, not later than May 1.

93. Business Education

Teachers who wish to enrol in any of the following Summer Sessions should write for application forms to the Principal, Business Education Summer Courses, Faculty of Education, and should submit the completed form not later than April 15.
Summer sessions leading to Part I, Part II and Specialist in Accountancy, Data Processing, Marketing, or Secretarial will be held at Central High School of Commerce, Toronto, for candidates who hold a High School Assistant's Certificate. Candidates who hold an Elementary School Teacher's Certificate, Standard Four, may attend the Intermediate courses.

Supplemental examinations
A candidate who has failed to obtain standing in a Business Education subject at a previous session may try the supplemental examination. Applications must be made to the Chairman, Business Education Department, before March 1 in the year of writing.

94. Counsellor Education

A four-part program leads to the Specialist Certificate in Guidance. Each part will be offered in a five-week summer session.

Admission requirements:

Part I
a a certificate qualifying the candidate to teach in an elementary or secondary school in Ontario;
b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Part II
Part I of the Counsellor Education Program.

Part III

a Part II of the Counsellor Education Program;

b evidence, certified by a supervisory officer, of one year's successful teaching experience in Ontario, including at least 180 hours of successful guidance and counselling; or a letter from a supervisory officer attesting to the candidate's suitability for further training in counsellor education following completion of Part II of the Counsellor Education Program.

Part IV

Part III of the Counsellor Education Program.

Advanced Standing

Exemption from one or more courses leading to an advanced certificate may be requested upon submission of:

a transcripts of graduate courses in guidance and/or counselling,

b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Admission

Completed application forms must be returned, with necessary documents, not later than April 15, to the Principal, Summer Courses in Counsellor Education.

PROFESSIONAL DEVELOPMENT

Counsellors, administrators and others who hold an Ontario Specialist Certificate in Guidance, or its equivalent, are encouraged to return for further course work in order to maintain their skills at optimum level. The Counsellor Education Department is prepared to create special timetables for those who wish to update their professional skills. Further information on the courses is available from the Principal.

ramatic Arts

Three six-week summer sessions lead to the Specialist Certificate in Dramatic Arts. The first and second sessions lead to letters of success indicating successful completion of Parts I and II of the program. The third session leads to the Specialist Certificate in Dramatic Arts.

Each course will be offered at either the Foundation or Advanced level, or at both levels. Normally, candidates are free to select any three courses for credit toward the Specialist Certificate. Details and application forms may be obtained from the Principal, Summer School Program, Dramatic Arts Department. Applications must be submitted not later than May 10.

96. Home Economics

The following summer courses will not be given in 1976, but will be offered in 1977 and alternate years thereafter, when there are enough qualified applicants, Applications must be submitted to the Principal, Home Economics Summer Courses, not later than May 1 in the year of enrolment.

1 six-week course leading to the Intermediate Certificate in Home

Economics. Admission requirements are an Elementary School Teacher's Certificate, Standard Four, or a High School Assistant's Certificate; and evidence of successful completion of five approved university courses in home economics with a standing not lower than 60% or C, whichever is higher.

2 Type A Seminar in Home Economics, leading to the High School Assistant's Certificate Type A in Home Economics.

3 enrolment in either of the above courses as a refresher may be arranged on request for holders of Ontario teaching certificates in home economics.

97. Physical and Health Education

Intermediate Summer Sessions (Secondary School Teachers)
The program leading to an Intermediate Certificate in Physical and Health Education consists of two six-week sessions (Intermediate, Parts I and II). Applicants for admission must hold a High School Assistant's Certificate.

Specialist Summer Session (Secondary School Teachers)
Applicants for admission must hold a High School Assistant's Certificate and an Intermediate Certificate in Physical and Health Education, and have taught for a period of at least one year in a secondary school in Ontario, or in grade 9 or 10 of an elementary school or a separate school in Ontario, or hold a high School Assistant's Certificate and a Supervisor's Certificate in Physical and Health Education.

Applications
Application forms may be obtained from the Chairman of Women's Physical and Health Education (978–3225), or the Chairman of Men's Physical and Health Education (978–3205). Completed application forms must be returned not later than April 15.

Summer Courses for Elementary School Teachers
The following courses leading to the appropriate Ministry of Education certificates will be offered by the Physical and Health Education Departments (Men and Women).

1 *Elementary, Type B.* Admission requirement: a certificate or Letter of Standing qualifying the applicant to teach in an elementary school in Ontario.

2 *Intermediate, Type B, Part I.* Admission requirement: completion of the Elementary, Type B course or its equivalent.

3 *Intermediate, Type B, Part II.* Admission requirement: completion of Part I of the Intermediate, Type B course.

4 *Supervisor's Course.* Admission requirement: an Intermediate Certificate in Physical and Health Education, Type B, and at least five years' approved teaching experience.

Further information and application forms may be obtained from the Chairman, Physical and Health Education Department (Men). Applications must be submitted not later than April 15.

Medical certificates

Applicants are required to forward by June 15 a medical certificate from their own physician, indicating physical fitness to take a summer session in Physical and Health Education. Applications will not be finally accepted until this condition has been fulfilled.

98. School Librarianship

Specialist Course (Secondary School Librarians)

A six-week session leading to the Specialist Certificate in School Librarianship will be offered in 1976.

Admission requirements

A High School Assistant's Certificate, an Intermediate Certificate in School Librarianship, and evidence of one year's successful experience in an Ontario secondary or junior high school library involving a minimum of 15 periods per week, subsequent to the date of the applicant's Intermediate Certificate in School Librarianship.

Further information and application forms may be obtained from the School Librarianship Department. Completed applications must be submitted by May 1.

99. Vocational Occupational

VOCATIONAL/OCCUPATIONAL(PRACTICAL SUBJECTS), TYPE B, SUMMER PROGRAM FOR TEACHERS WITH PROFESSIONAL EDUCATION

Courses leading to the Vocational or Occupational Certificate (Practical Subjects), Type B, will be offered for holders of a High School Assistant's Certificate (or of equivalent qualifications meeting Ministry of Education requirements for Vocational Certification) who have an assignment to teach a vocational-technical course.

The program consists of three parts:

PART I – TEACHING SUBJECTS

All candidates will take selected topics from the courses:
Methods of Teaching the Technical and Industrial Arts 702
Principles and Practices of Technical Education 703

PART II – EDUCATIONAL THEORY

Structural and Legal Bases of the Ontario School System 201
Curriculum Development for Technical-Occupational Education 701
Educational Psychology as it applies to Technical Education 706

PART III – TECHNICAL PROFICENCY EXAMINATIONS

Each candidate shall be required to pass written and practical examinations to test skills attained in the subject concerned. The examinations shall be on the fundamental principles, operations, processes, and skills of the subject.

SUPPLEMENTARY VOCATIONAL SCHOOL TEACHER'S CERTIFICATE

A summer program will be offered in a number of subject areas leading to the Supplementary Vocational School Teacher's Certificate (subject

named), valid for not more than one-half of a teacher's full-time teaching schedule at the intermediate level of a secondary school.

Admission requirement:
An Interim or Permanent Vocational Certificate, Type B, in the same technological cluster as that of the subject for which application is being made. An applicant whose certificates do not meet this criterion may also be admitted if sufficient background can be proven in the second subject area. Further details are available from the Director, Technical and Industrial Arts Department.

The program has three components:
1 a 125-hour course in the theory and practical applications of the vocational subject.
2 a 25-hour course, "Constructing an Innovative Program", to develop competence in designing course modules or complete programs based on transfer and integration of new knowledge.
3 Technical Proficiency Examinations: written and practical examinations in the subject area as arranged by the Supervisor, Technical Proficiency Evaluation. Examinations will be held at the end of the program and will be based on the fundamental principles, operations, and skills of the subject at the intermediate level.

VOCATIONAL CERTIFICATE, TYPE A
A five-week program will be offered, leading to the Vocational Certificate, Type A.

Admission requirements:
a a Permanent Vocational Certificate, Type B;
b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.
The completing session will be open to a candidate who:
obtains standing in the initial session; or holds an approved four-year degree in applied science (B.SC., or B.A.SC.), architecture (B.ARCH.) or nursing (B.SC.N.), and an Interim Vocational Certificate, Type B, and who submits a statement from the supervisory officer concerned that he or she has taught satisfactorily for a minimum of one year.

NOTE: A candidate in the latter category will take a special program.

Program of studies:
A candidate will complete six courses consisting of four Professional Development courses and two Technological or equivalent courses.

OCCUPATIONAL CERTIFICATE, TYPE A (PRACTICAL SUBJECTS)
The initial and completing summer sessions leading to the Occupational Certificate, Type A (Practical Subjects).

Admission requirements:
a a Permanent Occupational Certificate, Type B (Practical Subjects); **b** confirmation from the supervisory officer concerned of at least two years of satisfactory teaching, and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.
The completing course will be open to a candidate who obtains standing in the initial session.

100. Details of Courses, Vocational and Occupational Certificates, Type A

PROFESSIONAL DEVELOPMENT COURSES
Vocational, Type A: 750, 751, 752, 753, 758, 759
Occupational, Type A: 750, 753, 755, 756, 757, 758, 794, 795

750 *Comparative Education*
An introduction to education in other Canadian provinces and other countries, providing a framework for comparison with the Ontario system. An examination of the similarities and differences currently exhibited by the educational systems in Canada, the United States, the United Kingdom and Russia will focus on such major topics as tradition, social change, resources, constitutions, nationalism, selection of elites, urbanization and technology.

751 *Curriculum Development*
An examination of the theory of curriculum development in the field of vocational education through an analysis of individual and group behaviour, using Getzel's social role model as a basis for the study, and the effects upon the schools of current plans for curriculum development by local groups and the Ministry of Education. Topics include definitions of curriculum, influences affecting curriculum designs, and evaluation of curriculum.

752 *Test Construction and Educational Measurement*
The first part of this course provides opportunities for teachers to practice construction of valid and reliable testing instruments for use in classroom practice. The second part uses basic statistical techniques to clarify and evaluate results obtained in classroom test situations.

753 *Philosophy of Education*
An attempt to answer the question "What are the proper aims of education?" by examining the basic metaphysical, moral and political issues through a study of selected readings by such thinkers as Plato, Locke, Rousseau, Kant, Dewey, Whitehead, Russell, Maritain and Hook.

755 *Problems in Special Education*
An exploration of the origin of and solutions for philosophical attitudes and managerial methods contributing to school-oriented problems peculiar to the practical subject areas of the school system. Discussion topics are largely based upon experiences provided by class members.

756 *Society and the School*
An exploration of the role of the school as an agent of modern society and its functions in the development of youth based on the interaction of varying cultures, moral standards and attitudes of different cultural and socio-economic groups.

757 *Mental Health and Hygiene*
A course based on the premise that sound mental health is necessary to successful progress in education. A study will be made of the effects on the learning processes of students by factors such as behaviour mechanisms, social influences on personality and adjustments to varied situations.

758 *Supervision*
An introductory course for teachers who wish to acquire a greater awareness of the characteristics, skills and trends of supervisory relationships. Leadership, human relations, individual and group behaviour, organizational goals, efficiency, and communication will be discussed.

759 *Administration*
A study of the administrative functions within the secondary school system of Ontario. School administration, organization, timetabling, problem solving, decision making, as well as personnel selection, development and effectiveness will be discussed.

794 *Special Education I*

795 *Special Education II*

TECHNOLOGICAL COURSES

Vocational and Occupational, Type A

Electrical and Electronics I 770
Electrical and Electronics II 771
Fashion and Design I 772
Fashion and Design II 773
Fluid Power I 774
Fluid Power II 775
Fluid Power III 776
Graphic Arts I 777

Graphic Arts II 778
Mathematics I 779
Mathematics II 780
Mechnical Technology and Engineering Science I 781
Machine Tool and Workshop Technology I 782
Thermal Engineering II 783
Advanced Welding II 784
Machine Design II 785
Engineering Graphics II 786
Vocational Art I 787
Vocational Art II 788
Wood Technology I 789
Wood Technology II 790
Wood Technology III 791
Special Education I 794
Special Education II 795
Photography 796
Automotive Technology 797

NOTE:
Applications must be received not later than May 9 for any Vocational or Occupational Summer Session mentioned above. Application should be made to the Director, Technical and Industrial Arts Department.

Industrial Arts Elementary Certificate

Part I and Part II of the two-summer program leading to the Elementary Certificate in Industrial Arts.

Admission requirements:

1 a certificate or a Letter of Standing qualifying the applicant to teach in an elementary or secondary school in Ontario.
2 successful completion of Part I admits to Part II.

NOTE:
A candidate admitted on a Letter of Standing may not be issued a Certificate until he holds a basic Ontario teaching certificate.

Program:

PART I
Design Technology I 600
Design Environment I 602
Fabrication and Production I 604
Material Science I 606
Curriculum Development I 608
Philosophy I 610
Administration I 612

PART II
Design Technology II 601
Design Environment II 603
Fabrication and Production II 605
Material Science II 607
Curriculum Development II 609
Philosophy II 611
Administration II 613

600 *Design Technology 1*
Electricity: introduction to sources, characteristics, measurement, and control of electricity; methodology and teaching techniques. Lecture and laboratory.
Mechanics: an introduction to the sources, transfer, and control of power; methodology and teaching techniques. Lecture and laboratory.

601 *Design Technology 2*
Electricity: application of electrical principles in home, school, and industry; methodology and teaching techniques. Lecture and laboratory.
Mechanics: application of mechanical principles through problem solving; methodology and teaching techniques. Lecture and laboratory.

602 *Design Environment 1*
Design foundation: structural basis of form – line, plane, mass; methodology and teaching techniques. Lecture and laboratory.
Communication: descriptive drawing, sketching, and photography as a means of observation; recording and communication of individual perceptions; methodology and teaching techniques. Lecture and laboratory.

603 *Design Environment 2*
Design foundation: application of the elements of structure – line, sheet, solids, modules; methodology and teaching techniques. Lecture and laboratory.
Communication: further development of principles of communication through drawing and presentation, technical drawing, and photography; methodology and teaching techniques. Lecture and laboratory.

604 *Fabrication and Production 1*
The development of basic skills in the use of hand tools and machines for the elementary grade levels utilizing natural and synthetic materials; methodology and teaching techniques. Lecture and laboratory.

605 *Fabrication and Production 2*
Further development of basic skills in the use of hand tools and machines for the elementary grade levels through a problem-solving approach; methodology and teaching techniques. Lecture and laboratory.

606 *Material Science 1*
The study of the structure and properties of natural and synthetic materials. Methodology and teaching techniques. Lecture and laboratory.

607 *Material Science 2*
Further study of the structure and properties of natural and synthetic materials. Methodology and teaching techniques. Lecture and laboratory.

608 *Curriculum Development I*
Investigation, interpretation, and implementation of current industrial arts programs for the elementary level. Lecture and assignment.

609 *Curriculum Development 2*
A study of the factors involved in the development of an appropriate elementary industrial arts program. Lecture and assignment.

610 *Philosophy I*
Part I of a study of contemporary aims, problems and practices in industrial arts education at the elementary level. Lecture and seminar.

611 *Philosophy 2*
Part II of a study of contemporary aims, problems and practices in industrial arts education at the elementary level. Lecture and seminar.

612 *Administration 1*
Principles of classroom management relating to records, equipment, supplies, housekeeping, and safety. Lecture and seminar.

613 *Administration 2*
Examination of administrative problems relating to management of budget, equipment, supplies, and records. Lecture and seminar.

ndustrial Arts, Specialist Certificate

Part I, Part II, and Part III of the three-summer program leading to the Specialist Industrial Arts Certificate.

Admission requirements:
a an Intermediate Industrial Arts Certificate with an average of B standing in the Intermediate Industrial Arts program,
b one year's successful teaching of industrial arts subsequent to obtaining the Intermediate Certificate as confirmed by the supervisory officer concerned.
c six grade 13 credits (one of which must be English or français), or equivalent, as approved by the Faculty.
To Part II may be admitted a candidate who has passed Part I.
To Part III may be admitted a candidate who has passed Part II.

Program:
Part I
One of the teaching subjects listed below, and two of the Educational Theory courses listed below.

Part II
One of the teaching subjects listed below, and two of the Educational Theory Courses listed below other than those selected in Part I.
Part III
One of the teaching subjects listed below, and two of the Educational Theory courses listed below other than those selected in Parts I and II.

Teaching subjects
Architectural Drawing and Building Construction 660
Techniques of Visual Communication 661
Electricity Technology 662
Electronics Technology 663
Fabrication and Production – Junior Grades 664
Foundation Design 665
Mechanics 666
Metal Fabrication and Production 667
Modern Materials 668
Plastics Fabrication and Production 669
Recreational Activities – Crafts 670
Design and Construction of Outdoor Recreational Equipment 671
Science Technology 672
Wood Fabrication and Production 673

Educational Theory
Comparative Education 750
Creativity and Problem Solving 681
Curriculum Development in Industrial Arts 682
Introduction to Research Techniques 684
Individual Research Project 686
Research Techniques 687
See descriptions of courses for full-year programs, Section 73. Further information and application forms may be obtained from the Director, Technical and Industrial Arts Department. Applications must be submitted not later than May 10.

104. Occupational Trades

If there are enough applicants, a six-week program leading to the Occupational Certificate, Type B (Practical Subjects) will be offered in the following subjects:

Care of the Sick and Family Care
Custodial Service
Electric Appliance Repair – Intermediate level
Food Services – Intermediate Level
Machine Shop Practice – Intermediate Level
Masonry and Allied Trades – Intermediate Level
Personal Grooming
Retail Sales
Service Station Operation

Sewing and Dressmaking – Intermediate Level
Small Engines and Outboard Motors – Intermediate Level
Welding – Intermediate Level
Woodworking – Intermediate Level

Admission requirements
Applicants must meet the general admission requirements, and in addition have:
a an Elementary School Teacher's or High School Assistant's Certificate, and three years of related industrial experience, or
b an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Home Economics Certificate, or
c an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Industrial Arts Certificate, or
d a Commercial-Vocational Certificate, Type B, or
e a Vocational Certificate, Type B, or
f standing in all professional courses leading to a Vocational Certificate, Type B, and an acceptable grade on the Technical Proficiency Examinations, and approved practical experience in two occupational or service trade areas from the approved list, *and*
g a contract to teach Occupational (Practical Subjects) for the following school year.

Before candidates in this program may be recommended for certification, they must:
i pass two Technical Proficiency Examinations following the final summer program, and
ii obtain standing in course 711, *Introduction to Special Education*.

NOTE: Candidates who do not have the necessary work experience will be required to attend Part II of the program to complete a second practical subject. To Part II may be admitted candidates who have completed Part I.

Attendance at mer Sessions

Owing to the compact nature of the Summer Sessions, absenteeism cannot be tolerated except for reasons of health and then only for a maximum of five days supported by a medical doctor's statement. This regulation applies to all candidates attending all Summer Sessions.

Index

4 Academic Calendar, One-Year Program
5 Academic Calendar, Summer Session, 1976
20 Academic Records
Academic Standing (See Conditions for Final Standing)
Admission Requirements
39 Business Education, Specialist
36 High School Assistants' Program, Type A
28 High School Assistants' Program, Type B
71 Industrial Arts
83 Institute of Child Study
65 Vocational and Occupational
23 Advisory Bureau, University of Toronto
21 Appeals
38 Art Education
21 Attendance Requirement
79 Awards
28, 64, 68 Bachelor of Education Degree, One-Year Program
62 Bachelor of Education Degree Program (Woodsworth College)
79 Bryan Memorial Prize
80 Bursaries for Second-Language Teachers, Summer Session
39 Business Education
22 Campus Organizations
25 Canada Student Loans Plan
Certificates, Teaching
Additional Certificates (See under Art, Business Education, Counsellor Education, Dramatic Arts, Home Economics, Industrial Arts, Modern and Classical Languages, Music, Physical and Health Education or School Librarianship)
35 Elementary School Teacher's, Standard Four
36 High School Assistant's, Type A
28 High School Assistant's, Type B
71 Industrial Arts
64, 67 Occupational, Type A
64, 67 Occupational, Type B
84 Primary School Specialist's
64, 67 Vocational, Type A
64, 67 Vocational, Type B

21, 64 Certification
85, 88 Child Assessment and Counselling
20 Communication Test for Teaching in the English Language
32, 67 Complementary Studies (See also under Departments)
41 Computer Studies
33, 77, 84 Conditions for Final Standing
43 Counsellor Education
83 Diploma, Child Study
64 Diploma in Technical Education
43 Dramatic Arts
84, 87 Early Childhood Education
44 Economics
44 Educational Administration
45 Educational Media
46 Educational Psychology
31, 69, 73 Educational Theory Courses (See also under Departments)
35 Elementary Education
47 English
20 Examinations
20 Facility in English
24 Fees
25 Financial Assistance
29 Foreign Students
56 French
48 Geography
50 Geology
56 German
57 Greek
Guidance (See Counsellor Education)
20 Guidance Centre
19 Health Centre, Faculty of Education
22 Health Service, University of Toronto
6 Historical Note
50 History
51 History, Philosophy and Sociology of Education
53 Home Economics
23 Housing Service, University of Toronto
54 Industrial Arts, High School Assistants' Program
71 Industrial Arts, Programs and Certificates
82 Institute of Child Study
28, 64 Interim and Permanent Certificates
80 International Business Machines Scholarship
56 Italian
20 Language Regulations for Applicants
57 Latin
19 Library, Faculty of Education
20 Marks, Checking of
55 Mathematics Education

21 Ministry of Education Regulations
56 Modern and Classical Languages
57 Music
64 Occupational Programs and Certificates
104 Occupational Trades
8 Officers of the University
23 Ombudsman, University
Ontario Secondary School Teaching Certificates (See Certificates)
25 Ontario Student Assistance Program (OSAP)
59 Outdoor Education
79 Pakenham Fellowship in Education
79 Pakenham Memorial Prize
80 Parmenter Memorial Award
62 Part-time Study
77 Performance Test, Industrial Arts
28, 64 Permanent Certificates
58 Physical and Health Education
21 Plagiarism
59 Political Science
Practice Teaching (See Professional Practice)
29 Pre-session Observation Period
Professional Practice
4, 32 High School Assistants' Program
72, 73 Industrial Arts
67 Vocational and Occupational
Programs, One-Year
36 High School Assistants', Type A
29 High School Assistants', Type B, and B.ED. degree
71 Industrial Arts
64 Vocational or Occupational
60 Psychology and Sociology
38 Required Course
21 Results Withheld
56 Russian
79 Scholarships and Prizes
60 School Librarianship
60 Science Education
56 Spanish
19 Speech Service
Spring Programs
72 Industrial Arts
66 Vocational or Occupational
Staff, Faculty of Education
10 High School Assistants' Program
16 Institute of Child Study
14 Technical and Industrial Arts Program
17 University of Toronto Schools
20 Student Governments of the Faculty

Summer Session
51 Academic Calendar
105 Attendance Requirement
94 Business Education
94 Counsellor Education
95 Dramatic Arts
92 Elementary School Teachers', Standard Four for Teachers with Professional Education
25 Fees
92 High School Assistants', Type B, for Teachers with Professional Education
93 High School Assistants', Type A Seminars
95 Home Economics
101 Industrial Arts, Elementary Certificate
103 Industrial Arts, Specialist Certificate
96 Physical and Health Education
104 Occupational Trades
97 School Librarianship
97 Vocational and Occupational
34, 77 Supplemental Privileges
25 Supplemental Examination Fees
30, 68, 73 Teaching Subjects
64 Technical and Industrial Arts Programs and Certificates
77 Technical Proficiency Examinations
21 Transcripts
36 Type A (See also under Departments)
21 University Discipline Policy
22 University Facilities
20 University of Toronto Schools
64, 71 Vocational, Occupational, and Industrial Arts Programs and Certificates
62 Woodsworth College

Faculty of Education University of Toronto Calendar 1977-78

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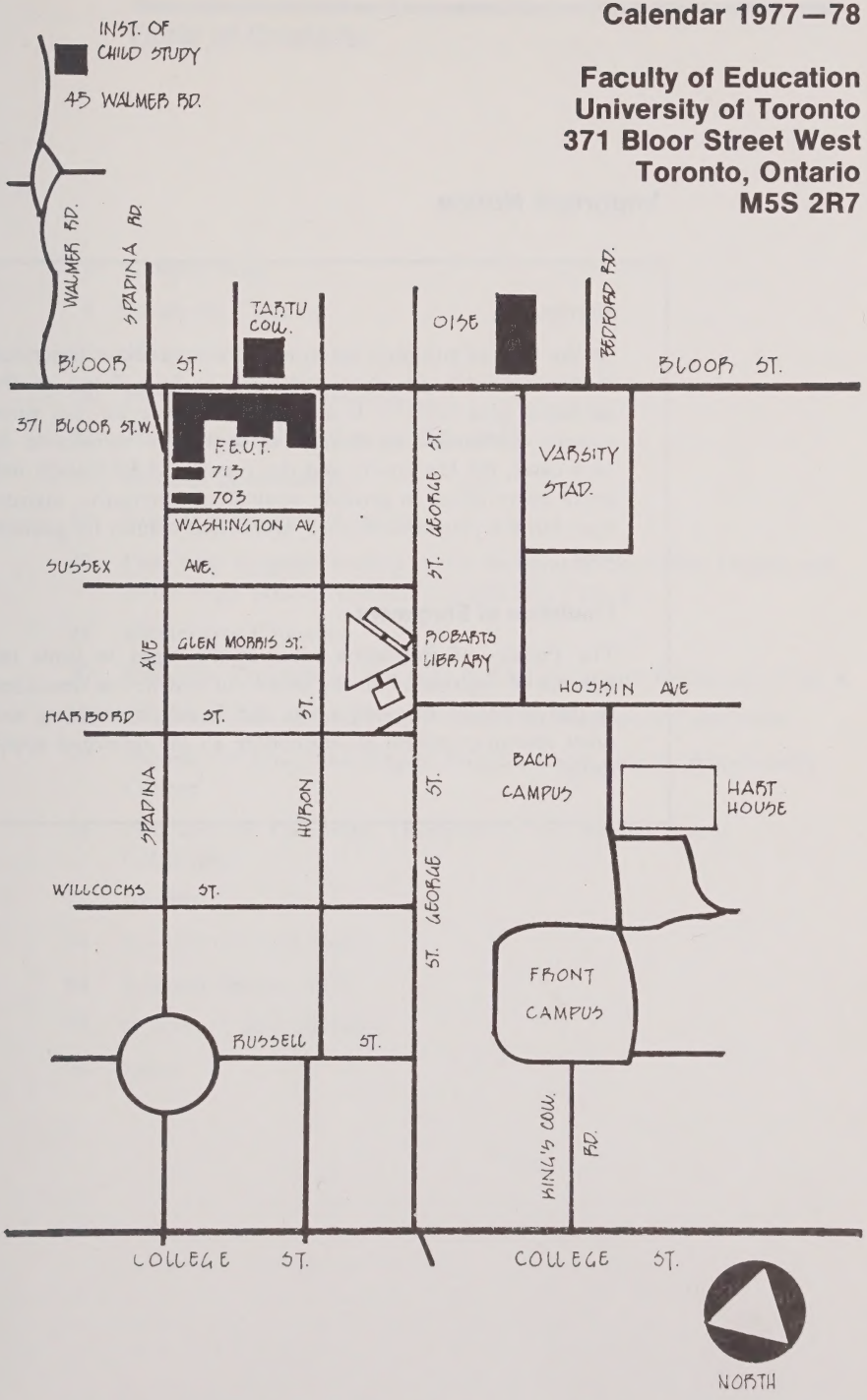
Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7



Important Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1977-78. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Table of Contents

1 Campus Map

4 Academic Calendar

6 Historical Note

8 Staff, Faculty of Education

13 Staff, University of Toronto Schools

15 General Information

18 Fees and Financial Assistance

22 One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate, Type B

29 Elementary Education

30 One-Year Program for the High School Assistant's Certificate, Type A

32 Details of Courses and Requirements for Additional Certificates

57 Bachelor of Education Degree Program conducted by Woodsworth College

59 Programs for Vocational, Occupational and Industrial Arts Certificates

71 Awards

74 Institute of Child Study

84 Summer Session, 1977

97 Officers of the University

99 Index

Academic Calendar, 1977-78

Fall Term, 1977

September 7 – 9	Registration
September 8, 9	Registration, Institute of Child Study
September 12	Classes begin
September 27	Last date for course changes
October 10	Thanksgiving Day
December 16	Classes end

Spring Term, 1978

January 3	Classes resume
January 3	Last date for receiving second instalment of fees
February 27 – March 3	Reading Week
March 24	Good Friday
April 8	Classes end
April 14	Institute of Child Study course work must be completed; field practi may be arranged or required during May
April 24-27	Final examinations
May 1	Spring Program, Vocational and Occupational, begins
May 1	Spring Program, Intermediate Industrial Arts, begins
June 21	Last date for accepting applications for August supplemental written examinations

Practice Teaching

Normally there are ten weeks of practice teaching during the ac demic year. Series I (Fall Series) usually consists of four consecuti weeks beginning around the end of October; Series II (Winter Serie usually consists of two weeks in January and two weeks in Februar and Series III (Spring Series) usually consists of two weeks beginni around the first of April. Exact dates for each series will be a nounced at the beginning of the fall term.

Academic Calendar, Summer Session, 1977

4 to August 5	Business Education: Intermediate Accountancy, Data Processing, Marketing, and Secretarial, Parts I, II, and Specialist
4 to August 5	Counsellor Education: Parts I, II, III, IV
4 to August 12	Dramatic Arts: Parts I, II, and Specialist
4 to August 12	Elementary School Teachers' Summer Program for Teachers with Professional Education
4 to August 12	High School Assistants' Summer Program for Teachers with Professional Education
4 to August 12	High School Assisants' Type A Seminars
4 to August 12	Home Economics: Intermediate
4 to August 12	Industrial Arts: Elementary, Parts I and II
4 to August 5	Industrial Arts: Specialist, Parts I, II and III
4 to August 5	Occupational, Type B (Practical Subjects), Trades Program: Parts I and II
4 to August 5	Occupational, Type A (Practical Subjects): Parts I and II
4 to August 12	Physical and Health Education: Intermediate Parts I and II, and Specialist
4 to August 5	Physical and Health Education for Elementary School Teachers: Elementary, Intermediate Parts I and II, and Supervisor's
4 to August 5	Teaching English as a Second Language: Parts I and II
4 to August 12	Vocational, Type B, for candidates with approved professional training
4 to August 5	Vocational, Type A: Parts I and II
4 to August 5	Vocational, Type A: Special one-summer program for holders of Applied Science degrees
4 to August 5	Vocational Supplementary Program

Historical Note

When secondary education in Upper Canada was officially introduce in 1807, qualifications for teachers were ill-defined and professiona training was non-existent. Nevertheless, a surprising number of "edu cated gentlemen" found their way into the classrooms of the Distri Grammar Schools. Unfortunately, the supply of these superior peda gogues failed to keep pace with the growth of the population and th subsequent increase in schools. But in spite of the difficulties encour tered, no serious attempt to provide teacher training was made fo more than half a century.

Beginning in 1858, several experiments involving model schools an training institutes were conducted with the aim of improving th academic and professional qualifications of teachers. None of thes endeavours met with any widespread satisfaction, and in 1890 all suc operations were supplanted by a provincial School of Pedagogy i Toronto. Seven years later this institution was moved to Hamilton an renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drast cally when faculties of education were organized at the University Toronto and at Queen's University. In Toronto, the Faculty offere professional secondary school courses in Pedagogy. In order to in prove the practical and experimental aspects of its program, the Fa ulty established, in 1910, the University of Toronto Schools, to serv as a practice school.

This pattern of teacher training continued until after the close World War I. In 1920, it came to an abrupt end when the Faculty Education at Queen's was discontinued and the Faculty at Toron was designated as the Ontario College of Education, University Toronto.

In the following years the College expanded its program, services, ar facilities, and added a number of important departments: the Gui ance Centre in 1943 and the Vocational and Industrial Arts Depar ment in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, The University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the Departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

Faculty of Education Staff 1976-77

Administration

Dean	J. C. Ricker, M.A.
Associate Dean	W. G. London, B.A., ED.M.
Registrar	J. S. Carlisle, B.A., B.PAED.
Admissions and Universities Liaison Officer	G. A. Whyte, B.A., B.J.
Administrative Assistant to the Dean	G. Mitchell, B.A.

Art Education

Professor Emeritus	P. H. Taçon, B.PAED., M.A.
Associate Professor	J. A. M. Emerson, M.A.
Assistant Professor	M. J. McCarthy, PH.D.

Business Education

Professor	G. A. Reid, B.COM., B.ED., M.A., F.C.C.T.
Associate Professor	B. E. Conchie, B.A.
Associate Professor	R. B. Wilson, B.COM., M.S.T.

Computer Studies

Professor	L. J. La Fave, B.ED., M.B.A.
Assistant Professor	D. W. Garth, B.COM.
Assistant Professor	G. D. Milbrandt, B.S.ED., M.ED.

Continuing Education and Graduate Studies

Professor	J. W. Greig, B.A., M.ED., ED.D.

Counsellor Education

Professor	C. L. Bedal, B.A., M.ED.
Associate Professor	B. R. Eardley, B.S., M.ED.
Associate Professor	P. A. Manuel, B.A., M.ED.

Dramatic Arts

Assistant Professor	D. W. Booth, B.A.
Assistant Professor	C. J. Lundy, B.A.
Lecturer	J. M. Saxton, B.A.

Educational Administration

Professor V. K. Gilbert, B.SC., M.ED.
ociate Professor A. T. Sheehan, M.ED., PH.D.
sistant Professor R. A. Martin, B.A.SC., M.ED., PH.D.
sistant Professor B. C. Stewart, B.A., M.ED. (Cross-Appointment, School of Continuing Studies)
Lecturer J. D. Wood, M.A., PH.D., A.R.C.T.
Instructor G. A. Noble, B.A., B. PAED.

Educational Media

Professor D. A. Clee, B.A., M.SC., F.R.G.S.

Educational Psychology

Professor R. W. Dent, M.A., PH.D.
Professor J. F. Flowers, ED.D. (Cross-Appointment, School of Physical & Health Education)
Professor S. L. Kong, B.A., M.ED., PH.D.
ociate Professor C. C. Brodeur, M.A., M.A. (PHIL.), PH.D.
ociate Professor C. Tan-Willman, B.S.E., M.A., PH.D.
istant Professor A. B. Durell, M.A., PH.D.
istant Professor K. Mock, PH.D.
istant Professor D. S. J. Shackel, M.A., PH.D.
istant Professor B. K. Wasilewski, C.D., M.A., PH.D.

Elementary Education

fessor Emeritus G. E. Tait, B.A., B.PAED., ED.D.
istant Professor G. W. Hunt, B.A., M.ED.

English

Professor J. W. MacDonald, M.A., ED.D.
Professor J. Aitken, M.A., PH.D.
Professor A. C. Coman, M.A. (EDIN), M.A.
Professor R. J. McMaster, B.A., B.ED.
Professor J. H. Stevens, M.A.
ociate Professor A. A. Bowers, B.A., M.ED.
ociate Professor J. Laird, B.A.
ociate Professor R. T. Shephard, B.A.
ociate Professor K. J. Weber, B.A., M.SC. (ED)

Geography

Professor U. Elliott, M.A., B.ED.
Professor W. E. Sager, C.D., B.A., F.A.G.S.
ociate Professor R. Rees, B.SC., M.ED.

Guidance Centre

Manager S. J. Totton, B.A.

History, Economics, Political Science, Psychology and Sociology

Associate Professor	G. Smith, M.A.
Associate Professor	R. W. P. Bowles, B.A.
Associate Professor	J. E. Cruickshank, M.A.
Associate Professor	L. R. Hill, M.A.
Associate Professor	J. D. Thexton, M.A., PH.D.
Tutor	G. Regan, PH.D.

History, Philosophy and Sociology of Education

Professor Emeritus	J. M. Paton, M.A., D. PAED., F.C.C.T.
Professor Emeritus	A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Professor	G. W. Bancroft, B.A., M.ED., PH.D.
Professor	G. H. Boyes, M.A.
Associate Professor	L. J. Stott, B.ED., PH.D.
Assistant Professor	T. W. Goodenough, M.A.
Assistant Professor	K. A. McLeod, B.A., M.ED., PH.D.
Assistant Professor	S. T. Rusak, B.A., M.ED., PH.D.
Lecturer	H. R. Spiers, M.A.

Home Economics

Associate Professor	A. M. Warner, B.A., M.S.
Associate Professor	H. A. Yeager, B.H.SC., M.ED.
Lecturer	P. J. Meiklejohn, M.S.

Institute of Child Study

Director	M. F. Grapko, M.A., PH.D.
Associate Professor	A. J. Biemiller, M.S., PH.D.
Principal Laboratory School	J. Fair, B.A., B.P.E., M.ED., PH.D.
Associate Professor	B. Flint, DIP.C.S., M.A.
Assistant Professor	J. P. Klein, M.A., PH.D.
Assistant Professor	D. Frumhartz Levinson, M.A., PH.D.
Assistant Professor	R. Pike, B.S.W., M.A., PH.D.
Assistant Professor	A. Schermann, M.SC.
Assistant Professor	R. J. Volpe, M.A., PH.D.
Lecturer	E. Hamilton, DIP.C.S.
Lecturer	M. A. Penner, B.A., DIP.C.S.
Assistant Professor (part-time)	D. M. Graham, M.A., PH.D.
Special Lecturer (part-time)	R. G. N. Laidlaw, M.A., PH.D.
Lecturer (part-time)	P. Karal, M.A.

Library

Chief Librarian	M. C. Shortt, B.A., M.L.S.
Librarian	J. M. Clement, B.A., M.L.S.
Librarian	D. C. George, B.A., B.L.S.

Librarian S. Kaszuba, B.A., M.L.S.
Librarian N. D. Young, B.A., B.L.S.

Mathematics Education

Professor Emeritus W. B. MacLean, M.A.
Professor D. W. Alexander, B.A., B.ED., M.SC.
Associate Professor F. Ebos, M.SC.
Associate Professor H. L. Ridge, B.SC., M.A., PH.D.
Assistant Professor D. L. Fraser, B.SC., B. ED., M.A.
Assistant Professor S. K. Harburn, B.SC.

Modern and Classical Languages

Associate Professor R. R. A. Roy, B.PHIL., M.A.
Professor R. J. Jones, B.A., MUS.BAC., A.R.C.T.
Associate Professor H. Hainsworth, M.A.
Associate Professor E. F. James, M.A., D.DE 111ÈME CYCLE
Associate Professor C. R. Theodore, M.A.

Music

Associate Professor N. Kuzmich, MUS.BAC., M.A.

Physical and Health Education

Professor J. R. Life, B.P.H.E., M.ED.
Professor J. M. Stirling, B.A., DIP.P.H.E.
Associate Professor F. J. M. Collard, B.P.H.E., B.A., M.SC.
Associate Professor D. F. Fawcett, B.P.H.E., M.A.
Associate Professor R. C. Goode, B.P.H.E., M.A., D.PHIL. (Cross-Appointment, Faculty of Medicine)
Assistant Professor M. A. Millar, B.A., B.P.E.
Assistant Professor P. B. Robertson, B.P.H.E., B.A., M.ED.

Practice Teaching

Professor J. W. Dodd, B.A.
Professor R. P. Baine, M.A.
Associate Professor R. Cairns, B.A.

School Librarianship

Assistant Professor F. Blostein, B.A., B.L.S.
Assistant Professor R. J. Smith, B.A., M.L.S.

Science Education

Professor H. M. Lang, B.A., M.ED.
Professor W. A. Andrews, M.SC., B.ED.
Professor R. G. Casson, B.SC.
Associate Professor T. J. E. Wolfe, B.S.A., M.ED.
Assistant Professor J. F. Eix, B.SC., M.ED.
Assistant Professor D. I. Galbraith, B.SC., M.ED.

Speech Consultant

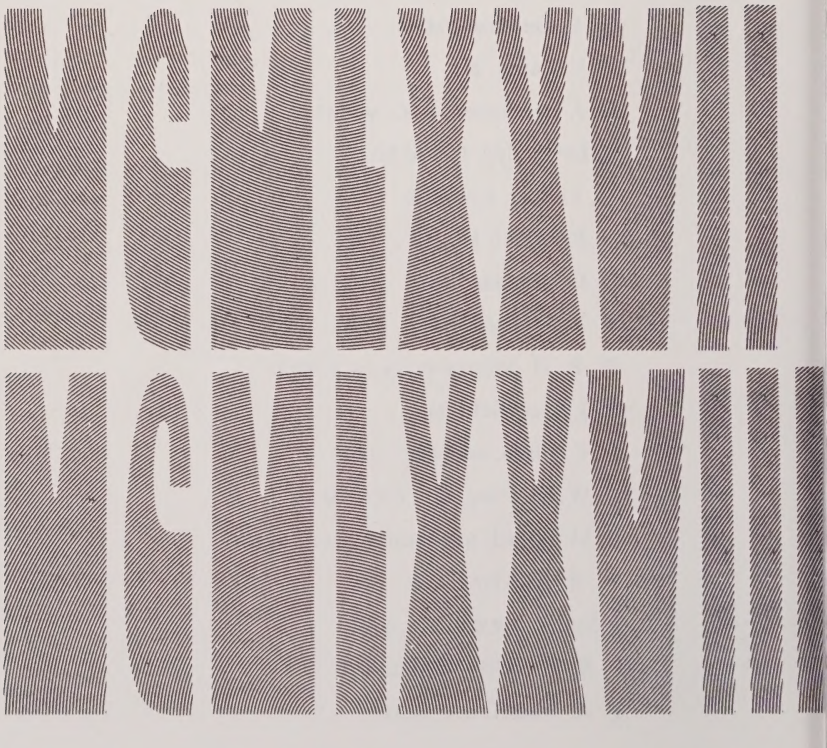
Senior Tutor	E. Crampton

Technical and Industrial Arts

Professor	T. H. G. Luther, B.ED., M.A.
Associate Professor	R. G. Burfield, B.A., B.ED.
Associate Professor	E. P. Emerson, B.A., M.ED.
Associate Professor	A. Gaydos, B.A., M.ED., PH.D.
Associate Professor	D. J. Long, B.A., B.ED.
Associate Professor	W. S. Sloan, B.A., A.O.C.A.
Associate Professor	R. Sramek, B.A., M.A.E.
Associate Professor	C. H. Wall, B.A., B.ED., M.A., PH.D.
Associate Professor	R. W. Wilson, B.SC., M.SC., M.I.E.E.
Assistant Professor	I. T. Malloch, B.A., M.S.ED.
Assistant Professor	H. J. Taylor, B.A., B.ED., M.S.ED.
Senior Tutor	P. J. Briggs
Senior Tutor	J. G. A. Jameson
Coordinator, Technical Proficiency Evaluation	W. J. Watson, B.A., B.ED., M.SC.

Staff, University of Toronto Schools 1976-77

Principal	H. D. Gutteridge, M.A.
ssistant Principal	N. D. Fox, B.COM.
	O. G. Barrett, B.P.H.E., B.ED.
	T. J. Boucher, B.A., M.S.L.S.
	D. F. Boutros, B.A.
	S. H. Bull, M.A.
	M. U. Collier, M.A., B.ED.
	D. T. Dingle, B.SC., B.D.
	L. S. Duckworth, B.A., B.ED.
	J. A. Fautley, MUS.BAC., B.ED.
	G. A. Fleming, B.A., M.ED.
	P. F. L. Gallant, M.A.
	M. P. Gendron, M.A.
	Y. E. Lacey, B.A.
	D. J. Laurenson, B.SC., M.MATH.
	B. LeGresley, B.A., M.ED.
	M. Liivoja, B.A., B.ED.
	N. E. Maier, M.A.
	H. C. Maynard, M.A.
	N. T. McLean, B.A.
	W. R. H. Montgomery, M.A., PH.D.
	R. J. Moorfield, M.A.
	L. V. Olsen, MUS.BAC., B.ED.
	C. W. M. Pace, B.A., B.S.W., M.ED.
	F. M. Speed, B.SC., B.SC.S., B.ED., M.ED.
	W. A. Stickland, B.A.
	J. Stulac, B.P.H.E., B.A., B.ED.
	F. R. Wakelin, B.P.H.E., B.ED.
	E. A. Weleff, B.A., B.ED.



General Information

1. Function of the Faculty of Education

The basic function of the Faculty of Education is the training of teachers for professional service in elementary and secondary schools, especially in the schools of Ontario. Programs of the Faculty lead to the *basic certificates* required for teaching in Ontario secondary, elementary and vocational schools. A number of courses lead to *additional certificates* in areas of subject specialization. Teaching certificates are issued by the Ontario Ministry of Education on the recommendation of the Council of the Faculty.

2. Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, language laboratories, a theatre studio, a computer centre and a typing laboratory.

Students will find in the Library a major collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. In addition to its loan facilities, the Library provides a reference service to assist students in locating material on educational psychology, the history and philosophy of education, school administration, and methods of teaching specific subjects.

The Library's selected collection of mounted pictures, filmstrips, pamphlets, slides, recordings and kits is available to students for use both in demonstration lessons at the Faculty and in their practice teaching assignments at outside schools. Facilities for previewing audiovisual aids are provided in the Library.

The Faculty's Health Centre, in charge of a registered nurse, offers to students first aid, counselling on health problems, and referrals to doctor, dentist or hospital, as appropriate. The Centre is open Monday to Friday throughout the session.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

3. The Student overnments of the Faculty

The H.S.A. Student Assembly is concerned with all matters pertaining to students of the Faculty. It maintains a year-round office at 703 Spadina Avenue to provide continuity of organization in student affairs.

The Technical and Industrial Arts Student Council organizes extra-curricular activities for its students, and acts on their behalf in any matter that may arise relating to the Technical and Industrial Arts program.

The Institute of Child Study has a five-member Student Council, whose purposes include providing students with an opportunity to express their ideas, giving them a voice in the decision-making bodies at the Institute, and maintaining channels of communication between students and staff.

Through their governments, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

4. University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, with an enrolment of approximately 420, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration and experiment.

5. Guidance Centre

The Guidance Centre produces and distributes standardized tests, occupational information monographs and other educational materials for teachers and guidance counsellors. It is located at 1000 Yonge Street, Toronto, Ontario M4W 2K8 (978-3210).

6. Language Regulations

Facility in English. An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

7. Academic Records and Examinations

Examinations

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Checking of marks

All results are carefully reviewed before being released. However, the clerical work involved in the department and in the Registrar's Office will be checked if a petition is submitted through the Registrar's Office, with a fee of $5 per course. The fee will be refunded if an error is found.

Attendance

Students proceeding to a degree, diploma, or certificate are required

to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory, may have their registrations cancelled at any time by the Council.

Results withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record are furnished by the Faculty Registrar's Office on payment of $1 each. For each additional copy ordered at the same time, the fee is 50¢.

Appeals

A five-stage appeals procedure is in effect for students who feel they have a grievance. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

i the department chairperson
ii the Appeals Committee of the Faculty Council
iii the Divisional Committee of the Faculty
iv the Subcommittee on Academic Appeals of the Governing Council of the University.

At each level, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.
Complete details of the appeals procedure may be obtained from the Registrar's office.

8. Certification

Inquiries regarding Ministry of Education regulations should be directed to the Teacher Education and Certification Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L8.

All certificates referred to in this calendar are interim, not permanent, when issued.

The University reserves the right to alter the fees and other charges described in this calendar.

The Government of Ontario has recommended that tuition fees for students on student visas who commence a program on June 1, 1977, or later, be increased to $750 per term at all Ontario universities. The University of Toronto has set the fees of such students at the level requested by the Government.

9. Fees

High School Assistants' Program and Technical and Industrial Arts One-Year Program

	Men	Women
Academic fee	$680.00	$680.00
Incidental fees (Hart House, S.A.C., Athletic, Health Service, Student Union)	$88.50	$78.50
Total fees (if paid in one instalment)*	$768.50	$758.50
First instalment, due September 9*	$486.50	$476.50
Second instalment, due January 3 (includes $12 deferred payment charge)	$294.00	$294.00

* A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technical and Industrial Arts Certificate Programs

Fall session, due September 9	$384.25	$379.25
Winter session, due January 3	$384.25	$379.25
Spring session (May-August), due May 6	$350.00	$350.00

NOTES:

1. At least the first instalment of fees must be paid before a student card will be issued.
2. Payments received after January 15 are subject to a late payment penalty of $10. From March 1, an additional penalty of 1½% per month will be charged on past due accounts.
3. Students who apply after the last date for application to any course listed in this calendar may be assessed a late fee of $20 if admitted.

4. A special fee of $60 will be collected on the first day of the course *Outdoor Education* 5200, to defray the cost of field trips and an Outdoor Education weekend.
5. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations

For each supplemental examination in any course except High School Assistants', Type A	$ 10.00
For the supplemental examination(s) for any High School Assistant's Certificate, Type A	$ 20.00

Institute of Child Study

The academic and incidental fees are to be paid according to instructions on the Fees Form supplied by the Institute before a student card will be issued.

Academic fee	$620.00
Incidental fees	$ 55.50
Total fees (if paid in one instalment)	$675.50
First instalment, due September 9	$429.50
Second instalment, due January 3 (includes $12 deferred payment charge)	$258.00

Special Students

Academic fee, first subject	$124.00
Incidental fees	$ 28.00
Total fees, due September 13	$152.00
Each additional subject	$124.00

A student who registers after the last date for normal registration will be required to pay a late registration fee of $10. Payments received after January 15 are subject to a late payment penalty of $10. From March 1, an additional penalty of 1½% per month will apply.

*Summer Sessions**

The fee is determined by the length of the course at $20 per week.

For a seven-week course	$140.00
For a six-week course	$120.00
For a five-week course	$100.00
For a two-week course	$ 40.00
For a Special Student taking one subject in the Summer Program for Teachers with Professional Education	$ 50.00

*An extra fee will be charged for Outdoor Education, taken in conjunction with a Physical and Health Education course.

Cheques in payment of all the above fees are to be made payable to the University of Toronto.

10. Ontario Student Assistance Program/Canada Student Loans Plan

Ontario Student Assistance Program/Canada Student Loans. The Canada Student Loans Plan was originally instituted by the Federal Government in 1964. The loan scheme was later integrated with provincial grants under the Ontario Student Awards Program. Students may apply for assistance under this Program to meet educational costs when their own resources or those of their family are assessed as insufficient to enable them to pursue post-secondary education. The institution to which application is made will inform the student of the amount of aid granted in each case. Under the present program, if residency and other requirements are met, the first $800 of any award is Canada Student Loan and the balance is provided as Provincial grant. Borrowers under this Plan are required to repay the loan portion, but no principal or interest payments are required so long as the student is in full-time attendance at an eligible institution and for six months thereafter. For those qualifying for Canada Student Loan only, the maximum loan which may be advanced under this plan to one student is $1,400 in one academic year. For those receiving a combination of loan and grant the award maximum is determined by actual educational costs. Application should be made to the Office of Student Awards, Simcoe Hall, University of Toronto. Students who qualify for assistance will first receive a Certificate of Eligibility for the loan portion, authorizing them to make arrangements for the loan with any chartered bank or other approved lending institution. The grant portion of the award, if any, is normally paid in the second term, but if the total award is over $1,800, a portion of the grant money will be paid in the first term.

Bachelor of Education and High School Assistant's Program

One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate Type B

11. Bachelor of Education Degree and Type B Certificate

The degree of Bachelor of Education will be awarded by the University of Toronto to students on successful completion of the one-year program which leads also to the High School Assistant's Certificate, Type B, awarded by the Ontario Ministry of Education. This is the basic certificate which qualifies the holder to teach academic subjects in the intermediate and senior divisions of Ontario schools. When issued, it is interim (valid for five years), but it may become a Permanent High School Assistant's Certificate when the holder has completed two years' successful teaching experience in Ontario in the intermediate or senior divisions. No candidate will be awarded a Type A Certificate or additional certificates or credits before being awarded the High School Assistant's Certificate, Type B.

12. Admission

Applicants for admission must hold an approved degree from an accredited university. Preference is given to those who have attained a high academic average, and to those with relevant experience, such as in work with children and adolescents, which offers evidence of a special interest in teaching. Preference is also given to those who have selected teaching subjects for which there is a high demand in the school system.

13. Application Procedure

Full instructions for applying are given in an Information Bulletin, which may be obtained from the Admissions Office of the Faculty. Application forms are available on request from the Admissions Office, and from most Ontario university placement offices, beginning November 1. The closing date for receipt of the original application is February 1.

Documentation

An *official transcript* of all completed degree credit work must be submitted with the original application. An approved university degree program must include at least 45 credits in arts, science or commerce, subsequent to grade 13, or equivalent. A credit is defined as one-fifteenth of a university year.

Before applications are complete, applicants who are offered conditional acceptance must also submit:

1 a photostat of a Canadian birth certificate, or a certificate of Canadian citizenship or Landed Immigrant status; and
2 a photostat of a marriage certificate (required only from married women, to substantiate a name change); and
3 satisfactory evidence of a negative tuberculin test reading or chest x-ray, taken within the year preceding registration. This is a requirement of the Ministry of Education.

. Admission of reign Students

The Faculty welcomes qualified overseas students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for a teaching certificate of the Ontario Ministry of Education* must comply with such conditions of admission as the Council of the Faculty may determine. One of the requirements may be the passing of the Communication Test for Teaching in the English Language. (See section 6)

5. Pre-Session rvation Period

It is advisable for all those who intend to become students in the one-year program of the Faculty to spend a period of time in a school in order to observe organization, daily routines, and especially the various teaching activities and techniques. The acceptable time for this observation is in the spring prior to registration at the Faculty. Permission must be obtained beforehand from the principal of the school concerned.

6. Program of Studies

The program consists of four parts:

Part I	TEACHING SUBJECTS	TWO subjects
Part II	EDUCATIONAL THEORY	**a)** Structural and Legal Bases of the Ontario School System b) THREE courses
Part III	PROFESSIONAL PRACTICE	TEN weeks
Part IV	COMPLEMENTARY STUDIES	ONE course

Permission to deviate from this program will be granted only after approval of the student's petition to the Council of the Faculty. The last date for changing optional subjects or courses will be September 27; thereafter changes may be made only with the approval of the Council.

Consideration will be given in the following instances:
1 the substitution of a third teaching subject for the course from Part IV,
2 the substitution of a fourth optional course from Part II for the course from Part IV,
3 the substitution of a second course from Part IV for one of the three optional courses from Part II. If a candidate is given permission to take two Complementary Studies courses, the two may not be under the auspices of the same Faculty department.

Part I
Teaching Subjects

A candidate will select two courses from those listed below, for each of which the prerequisite is at least 2 university courses (6 credits) unless otherwise specified:

Art Education 1010 (6 credits or approved post-secondary equivalent)
Business Education (double option; no prerequisites)
Part I 1020
Part II 1030
Computer Studies 1040 (acceptance by either the Mathematics or Science Department)
Counsellor Education 1050 (15 credits in psychology, sociology, economics or related fields, at least 6 of which must be in psychology)
Developmental Reading 1060 (no prerequisites, but preference will be given to applicants with a background in English and/or formal linguistics)
Dramatic Arts 1070 (no prerequisites)
Economics 1080 (9 credits)
Elementary Education 1090 (no prerequisites)
English 1100
French 1110
Geography 1120
Geology 1130 (9 credits)
German 1140
Greek 1210
History 1150
Home Economics 1160 (15 approved credits)
Industrial Arts (no prerequisites)
Part I 1170
Part II 1180 (may be taken only in conjunction with *Industrial Arts Part I*, in lieu of a Complementary Studies course)
Italian 1190
Latin 1200
Mathematics 1220
Music, Vocal 1240 (6 credits or background)
Music, Instrumental 1230 (6 credits or background) (May be taken only in conjunction with *Vocal Music* 1240)
Physical and Health Education 1250 (no prerequisites)
Political Science 1260 (9 credits)
Psychology and Sociology 1270 (9 credits)
School Librarianship 1290 (no prerequisites)
Science 1300
Spanish 1310
Special Education 1320 (12 credits in social science. Practical experience considered when applicable)
Teaching English as a Second Language 1330 (12 credits in an combination of: English, moderns, linguistics, sociology or psychology)

NOTE:
Type A Candidates
When selecting courses in the Type B program, a candidate for the High School Assistant's Certificate, Type A, must include the subject or subjects of the Type A certificate.

Part II Educational Theory

a All candidates will take the course *Structural and Legal Bases of the Ontario School System* 6010

b In addition, a candidate will take three Educational Theory courses from those offered by the departments of Educational Administration, Educational Psychology, and History, Philosophy and Sociology of Education. No more than two courses may be taken with any one department.

Educational Administration
Program Organization 3020
The Individual Student and the School Program 3030
Evaluation of Student Performance 3040
Administration in the Modern School 3050
Individual Research Project 3060

Educational Psychology
Psychology applied to Education 3070
Psychology applied to Special Education 3080
The Adolescent—at Home, in School and in the Community 3090
The Child—at Home, in School and in the Community 3100
Teaching—an Interpersonal Process 3110
Psychological and Performance Evaluation of Student Progress 3120

History, Philosophy and Sociology of Education
Comparative Education 3130
Introduction to Modern Philosophy and Education 3140
Introduction to Progressive Education 3150
Education and Society 3160
Sociology of Education 3170
Ethics in Education 3180
Authority and Freedom in School 3190
Issues in the History of Canadian Education 3200
Cross-Cultural Education 3210
Modern Philosophies and Education 3220
Perception and Value Formation 3230
Individual Research Project 3240

Part III Professional Practice

Candidates will normally be assigned for ten weeks to schools approved for practice teaching in their elected teaching subjects. Practice teaching is conducted under the joint tutelage of appointed associate teachers and the teaching subject departments. A candidate absent from scheduled practice teaching assignments may be required to make them up at the end of the session.

Part IV Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art Education
Art and the Humanities 5020
Design Education 5090

Computer Studies
Computers in Education 5060

Counsellor Education
The Contemporary School Counsellor 5340

Dramatic Arts
Drama in Elementary Education 5110
Group Theory and Group Skills in Education 5170

Educational Media
Educational Media 5120
Speech and Personal Communication 5330

Educational Psychology
Preparing Effective Instruction 5220
Psychology of Communication 5250
Socialization and Identity 5310

English
Children's Literature 5040
English for the Slower Learner 5130
Psycholinguistics 5240
Reading in the Secondary School 5260

Geography
Geography and History Programs in Elementary Education – Grades 7 and 8 5160

History
Geography and History Programs in Elementary Education – Grades 7 and 8 5160
History 5320

History, Philosophy and Sociology of Education
Problems in Canadian Education 5230

Institute of Child Study
Child Study 5030

Mathematics Education
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Mathematics Education in the Elementary School 5180
Mathematics for Elementary School Teachers 5190
Reflections on Mathematics 5280

Modern and Classical Languages
Culture and Society as they Relate to the Teaching of French 5070
French at the Elementary School Level 5150
Recent Developments in Modern Language Teaching 5270

Physical and Health Education
Current Health Problems in North American Society 5080
Outdoor Education 5200
Health, Values, and Communication 5210

Science Education
Environmental Studies 5140
Science Programs in Elementary Education 5290
Skill Crafts for Science Teachers 5300

Technical and Industrial Arts (see Section 39)
Art and Crafts for Elementary Schools – Grades 7 and 8 5010
Communication Arts in Modern English 5050

Conditions for Final Standing

The standing of candidates will be determined by the combined results of term work, final examinations in the subjects of Parts I, II, and IV and by the record of Practice Teaching in Part III. Standings will be reported by the letter grades: A; B; C; D; F. The letter grades may be interpreted in terms of the following numerical ranges: A (80-100); B (70-79); C (60-69); D(50-59); F (below 50).

A candidate who achieves at least D standing in each course and an overall average of C* or better in the four parts of the program may be recommended by the Council of the Faculty for the Bachelor of Education degree and for the High School Assistant's Certificate, Type B.

A candidate who passes in Part III and fails in not more than two of the courses included in Parts I, II, and IV, of which only one may be a teaching subject listed in Part I, may be granted an F(s) standing, which permits the candidate to take a supplemental examination in the course(s) failed or otherwise meet the requirements of the department(s) concerned.

A candidate who fails in Part III of the program or who does not attain an overall average of C will not be recommended for a Bachelor of Education degree or a High School Assistant's Certificate. (Such a candidate may apply for re-admission.)

*At least 92 points determined by using the category values: A–4, B–3, C–2, D–1, F–0, and weight factors: Part I–14, Part II–14, Part III–15, Part IV–3.

18. Supplemental Privileges

Candidates for any certificate listed in this calendar, who failed at an examination under former regulations and were exempted from subsequent attendance at the Faculty of Education, will take the final examination papers as prescribed herein, but their standing will be determined in the subjects as constituted under the regulations when they first wrote.

A candidate granted supplemental privileges may qualify in one or more of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination or examinations in August at the conclusion of a summer session;

2 by otherwise satisfying the requirements of the department(s) concerned;

3 by attending the Summer Program for Teachers with Professional Education, taking only the subject(s) failed and writing the examination(s) at the conclusion of the course (Type B); or by successfully completing the Type A Summer Seminar.

In all instances, application must be made not later than June 21.

Type A Teaching Tests

Type A candidates exempted from attendance will take their supplemental tests through the Faculty. Applications for teaching tests must be made by December 31.

19. Elementary School Teacher's Certificate

A candidate in the Bachelor of Education program who wishes to qualify for the Elementary School Teacher's Certificate, Standard Four, in addition to the High School Assistant's Certificate, Type B, may select *Elementary Education* 1090 as one of the two teaching subjects.

University courses in psychology, sociology or child study, together with languages, science or the arts, are considered most valuable as a background for teachers in the elementary school.

20. Elementary Education

1090 *Elementary Education* (12 hours). This program deals with the content and teaching methods related to curricula in Ontario public and separate elementary schools. Emphasis is placed on a high level of student participation in course activities, which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes.

Instruction is given on general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies and integrated studies.

As one of their Educational Theory courses, candidates in Elementary Education should select *The Child—at Home, in School, and in the Community* 3100.

All students in Elementary Education are given an opportunity to visit and work in elementary schools in a non-evaluative context, by participating in the Student Teacher Observation Program (STOP). This program consists of a half day each week spent in an elementary classroom to observe and participate in its ongoing activities. As students adjust to classroom routines and expectations, they grow in their ability to assist and support STOP teachers in a worthwhile manner.

A minimum of four weeks in elementary schools for candidates in this program will be included in the practice teaching period required of all candidates for the Bachelor of Education degree.

One-Year Program for the High School Assistant's Certificate, Type A

21. Type A

The Interim High School Assistant's Certificate, Type A, is a specialized certificate in one or two subjects. It is based on a course of study additional to the program leading to the Interim High School Assistant's Certificate, Type B. Upon the completion of two years' successful teaching experience in Ontario, it may become a High School Specialist's Certificate, which is permanent, and qualifies the holder to become the head of a department in a secondary school.

Candidates entering this program must hold an approved degree after a four-year university course following Ontario grade 13, or equivalent. As prescribed in the Ministry of Education Memorandum 1970–71:51, candidates must have obtained at least second class or equivalent standing in each of one or two specialist subjects including, in the case of two subjects, at least forty-two university credits with not fewer than eighteen credits in either subject or, in the case of one specialist subject, at least twenty-seven credits.

22. Recommendation of Type A Certificates

Subject to the condition that no candidate may be awarded a High School Assistant's Certificate, Type A, who does not already hold or is not also awarded a High School Assistant's Certificate, Type B, the final standing of a candidate in the High School Assistants' Type A program will be based on:

a the combined results of the term work and the final examination in the subject concerned

b the practical work in Type A seminars

c the practice teaching experience as assessed by the department concerned.

To be recommended, a candidate must obtain at least B standing in the final examinations (including sessional records) and in Practice Teaching for each Type A subject.

Details of Courses in Programs leading to the Bachelor of Education Degree and the High School Assistant's Certificate.

Details of Courses in Programs leading to the Bachelor of Education Degree and to the High School Assistant's Certificate and Additional Certificates

In each case, the numeral in brackets indicates the number of lecture hours per week.

23. Required Course

6010 *Structural and Legal Bases of the Ontario School System* (1 hour). All students proceeding to the Bachelor of Education degree and to the High School Assistant's Certificate, Type B, will be required to take this course, which covers: the organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

24. Art Education

Candidates are advised not to elect *Art Education* 1010 unless they have studio-oriented experience in one or more fields of visual arts.

1010 *Art Education* (7 hours). Three major areas of study: history, philosophy and current practice of art education (1 hour); instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development (4 hours); history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools (2 hours). On successful completion of *Art Education* 1010, and depending on credit background, a candidate may be recommended for the appropriate Ministry of Education Certificate in Art, not to exceed the Intermediate level.

2010 *Seminar in Art Education* (2 hours). For Type A candidates in Art. The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head.

NOTE: Beginning with the 1979-80 academic year, applicants for admission to the Type A program in Art at the Faculty of Education University of Toronto, must present a minimum of one-third of their approved post-secondary art credits from studio-oriented courses.

COMPLEMENTARY STUDIES

5020 *Art and the Humanities* (2 hours). A lecture-seminar course examining the relationships between art, literature and music in Western civilization.

5090 *Design Education* (2 credit hours). This course, offered in conjunction with the Technical and Industrial Arts Department, is divided into lectures and workshops. Problems presented to the artist by the machine production of industrial society, and the impact of technological developments upon environment, are examined in lectures. The workshops involve the practical aspects of design and its implication as a formative influence on both school curriculum and contemporary life.

25. Business Education

1020 *Business Education Part I* (6 hours)
1030 *Business Education Part II* (6 hours)

INTERMEDIATE CERTIFICATES

A candidate must take Parts I and II in the one-year program to qualify for the Intermediate Certificate.
A previous course in business education or business experience is not required of a candidate for the Intermediate Certificate in Accountancy, Data Processing, Marketing, or Secretarial. A candidate without sufficient background or skills may be required to attend an evening course in one or more subjects.

PROGRAMS FOR THE INTERMEDIATE CERTIFICATES

A candidate must take one of the following programs, each of which covers Parts I and II of the requirements for the certificate concerned:

1 *Accountancy.* A study of the fundamentals of introductory accounting, with emphasis on the methodology of teaching accounting in secondary schools. Related areas of study will include law, machine applications, and principles and practices of typewriting.

2 *Data Processing.* A program incorporating courses on the methodology of teaching typewriting and the fundamentals of accounting with *Computer Studies* 1040 (see section 26).

3 *Marketing.* This program begins with a survey of distribution processes, with emphasis on the Canadian retail organization. Related activities will include studies of Canadian business organization, economic distribution, machine applications and accountancy. The principles of teaching marketing in a secondary school will be a major part of the program.

4 *Secretarial.* A program covering the theory and application of Pit man Shorterhand, and the theoretical aspects of high speed writing and including stenographic and secretarial procedures followed in th modern office. Emphasis will be on the development of innovativ and effective teaching techniques.

SPECIALIST CERTIFICATES

In place of a Type A Certificate in Business Education, a Specialis Certificate is awarded on successful completion of any one of the fou courses for which the admission requirements are given below. Applicants for admission must have obtained a standing of at leas 70% or B in each of the required subjects.

9030 *Business Education Specialist* (4 hours each)

1 *Accountancy.* The development of accounting concepts as the apply to partnerships and corporations, with practical application Emphasis will be on the methodology of teaching accounting to th senior divisions of the secondary school.

Admission will be granted to students who hold a Bachelor of Com merce or equivalent degree, and who have taken university courses i these required subjects: Introductory Accounting, and Accounting.

2 *Data Processing.* (Offered only during the Summer Session) A course covering the principles and practices of business informatio systems, and their applications. The methodology of designing an teaching a total computer studies program will include: the applica tion method of introducing information flow and systems design, th creation of case studies, reference material for systems and progra ming, computer equipment needs, and modular course design. Majo areas of application to be studied are: management control and th flow of information through a business, flowcharting of specified sy tems and subsystems with suitable documentation, record layout an forms design, design and update of data files using a secondary sto age medium. Students will apply systems knowledge in designin flowcharting, programming and documenting a systems case study.

NOTE: Students with appropriate university courses will be able t substitute practical research for the applications assignments.

Admission will be granted to students who hold a Bachelor of Arts equivalent degree, and who have taken university courses in the r quired subjects: Introductory Accounting, Computer Concepts an Introduction to Problem Solving.

3 *Marketing.* An intensive study of marketing, with emphasis on sal promotion, salesmanship, marketing research and media advertisin The development of innovative methodology in teaching the seni

marketing program in secondary schools is the objective of this course.

Admission will be granted to students who hold a Bachelor of Business Administration or equivalent degree, and who have taken university courses in the required subject: Introductory Accounting, Introductory Marketing, Business Organization and Management, Marketing I, Marketing II, and one additional Marketing course.

4 *Secretarial.* An exploration of advanced stenographic and secretarial practices, and of the organization and operation of modern office practices and procedures. The course will stress the development and application of modern teaching techniques for senior grades.

Admission will be granted to students who hold a Bachelor of Arts in Secretarial Science or equivalent degree, and who have taken university courses in the required subjects: Typewriting, Introductory Stenography, Applied Stenography, Office Practice, Office Procedures, Secretarial Science I, and Secretarial Science II.

26. Computer Studies

1040 *Computer Studies* (6 hours)

PRINCIPLES AND PRACTICES

This segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment.

APPLICATIONS

The emphasis in this segment will be on problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; flowcharting methods; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures.

NOTE: Students with appropriate university computer courses (or equivalent) will be able to substitute suitable directed practical research for the applications requirements.

Computer Concepts, an abbreviated version of the Applications segment of *Computer Studies* 1040, is offered only to students enrolled in the Business Education Accountancy Program.

2040 *Seminar in Computer Studies* (4 hours). For Type A candidate in Computer Science. A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and effect of computer studies on other classroom studies.

COMPLEMENTARY STUDIES

5060 *Computers in Education* (2 hours). Designed primarily for candidates who do not have previous experience or academic background in computing, this course deals with the use of the computer as an instructional and administrative aid in education. Areas to be studied include: computer-assisted learning, test scoring and item analysis, curriculum design, educational research, and student accounting. Emphasis is on the use of the computer as a problem-solving tool for instruction and school administration. Access to the computer centre is available for approved student projects.

27. Counsellor Education

1050 *Counsellor Education* (6 hours). Counselling theory and practice, assembling educational and occupational information for student use, assessment procedures; group methods and processes; foundations of counselling. On successful completion of *Counsellor Education 1050*, a candidate may be recommended for Part I of the Specialist Certificate in Guidance.

COMPLEMENTARY STUDIES

5340 *The Contemporary School Counsellor* (2 hours). This course analyzes primarily the helping relationship involved in teaching. Additional topics include: philosophical and sociological foundations of guidance; the counsellor as a consultant; the counsellor's relationship to the community; ethical and legal responsibilities of the counsellor, current social problems and counsellor response; the counsellor and the changing world of work. May not be taken in combination with *Counsellor Education* 1050.

28. Dramatic Arts

1070 *Dramatic Arts* (6 hours). Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the purposes of curricular and extra-curricular drama; the possibilities for conceptual development and expansion of the imagination through sense awareness, movement, improvisation and scripted drama; the structures of aural and visual media; and the planning of developmental programs. On successful completion of *Dramatic Arts 1070*, a candidate may be recommended for Part I of the Specialist Certificate in Dramatic Arts, and may complete the requirements for this certificate in two subsequent summer sessions.

2050 *Seminar in Drama* (2 hours). For Type A candidates in Dramatic Arts. An examination of the philosophy of drama in education, through discussion and research. Candidates will create and participate in a theatre-in-education project designed for elementary school students.

COMPLEMENTARY STUDIES

5110 *Drama in Elementary Education* (2 hours). A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5170 *Group Theory and Group Skills in Education* (2 hours). An examination of ways in which a knowledge of group dynamics can contribute to better teaching strategies. Practice is provided in group leadership, decision making, definition of goals, and group communication. Role theory will be studied, and the use of role playing as a technique for problem solving within groups will be explored. The course is designed for teachers of any subject where group structures are integral to the learning process.

29. Economics

1080 *Economics* (4 hours). A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students.

2060 *Economics* (5 hours). For Type A candidates. An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analyzed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. Preparation of an instructional plan for a major unit of one of the courses proposed in the current Ministry of Education Guideline for economics.

30. Educational Administration

3020 *Program Organization* (2 hours). An examination of current theory and practice in program organization from kindergarten to grade 13. Students gain experience in identifying and selecting objectives for programs, in designing the physical and social arrangements of educational settings that support learning activities and in evaluating the effectiveness of programs.

3030 *The Individual Student and the School Program* (2 hours). School programs and practices which meet individual differences among students in elementary and secondary schools. A general study will be

made of innovative teaching and organizational patterns, including particularly the nongraded, open-area and experimental schools, credit organization, house plans, team teaching, independent study, and other related topics. A practicum may be required for students in some sections of this course.

3040 *Evaluation of Student Performance* (2 hours). A study of current evaluation practices in elementary and secondary schools. The course will develop some of the theoretical issues underlying evaluation methods, the design and marking of a wide variety of testing instruments, including essay, objective, oral, project, and self-assessment techniques. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, distinctions between subjects, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require background in mathematics for this course.

3050 *Administration in the Modern School* (2 hours). A practical study of the use and organization of school resources and services in providing effective educational programs in elementary and secondary schools. Emphasis will be placed on the role of the teacher in phases of school operation such as discipline, staff relationships, organization of classes, individualizing instruction, evaluation procedures, and the design and implementation of overall school programs.

3060 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

3250 *Administration within the School System.* Not offered in 1977-78.

31. Educational Media

COMPLEMENTARY STUDIES

5120 *Educational Media* (2 hours). A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5330 *Speech and Personal Communication* (2 hours).A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, and the influence of technology on speech communication.

3070 *Psychology Applied to Education* (2 hours). Designed to show the relevance of general psychology to teaching. Provides an overview of the areas of psychology related to education and teaching; problems in human communication, role of feedback, non-verbal communication, mass media, modern theories of learning, the relevance of learning theory to motivation, aptitudes and attitudes, learning discrimination and skills, the slow learner, development, maturation and special education, research in education. Programmed learning and computer-assisted instruction will be examined.

3080 *Psychology Applied to Special Education* (2 hours). The application of behaviour modification principles in special education. Topics covered include: the role of rewards and punishment in classroom control; motivation and reinforcement theory; perceptual training; remedial strategies; applied communication theory; diagnosis of learning problems; pinpointing, charting and shaping behaviour. This course may not be taken simultaneously with *Psychology Applied to Education* 3070.

NOTE: Since both 3090 and 3100 are developmental courses, candidates may not select both without the permission of the Chairman of the Educational Psychology Department.

3090 *The Adolescent—at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of school-age youth.

3100 *The Child—at Home, in School and in the Community* (2 hours). An analysis of the educationally relevant aspects of physical, emotional, social and cognitive development of the school-age child. A student taking *Elementary Education* 1090 should select this course as one of his three Educational Theory courses.

3110 *Teaching—an Interpersonal Process* (2 hours). The teacher as partner in an interpersonal learning process; increased awareness and insight about forces operating in groups; how one's own behaviour affects group productivity; application of theory to development of innovative plans for better classroom teaching using large and small groups.

3120 *Psychological and Performance Evaluation of Student Progress* (2 hours). General principles of construction, analysis and administration of various methods of testing and evaluation.

COMPLEMENTARY STUDIES

5220 *Preparing Effective Instruction* (2 hours). The specification and analysis of instructional objectives in terms of Bloom's taxonomy;

analysis of innovative systems; construction of pre-tests and criterion-referenced tests; instructional materials for mastery learning and alternative instruction.

5250 *Psychology of Communication* (2 hours). Aspects of human communication affecting relationships between teacher and student. Special attention will be given to the role of informational feedback and its effect on learning, and to factors that promote or inhibit communication. Differing models for analyzing interpersonal relations on the basis of verbal and non-verbal modes of self-expression will be demonstrated. An attempt will be made to relate various theories and patterns of communication to the classroom situation, and to integrate them into a concept of mental health.

5310 *Socialization and Identity* (2 hours). An examination of the various theories in social psychology contributing to an understanding of human social development; an exploration of the development of individuality and group identities along with the factors of social interaction influencing the development of personality. Emphasis will be placed on contributions to personal growth made by teachers and schools at elementary and secondary levels.

Elementary Education

1090 *Elementary Education.*
For details of the program, see Section 20.

33. English

1100 *English* (4 hours)

LITERATURE

Values inherent in the study of good literature; basic approaches various methods of presenting such literary forms as the poem, the drama, the essay, the short story, and the novel; choosing suitable textbooks for pupils of different abilities and levels; planning course of study; evaluating students' progress; oral and supplementary reading; problems related to the teaching of English literature.

COMPOSITION

The basic aim in teaching composition; place and treatment of grammar, rhetoric, logic and word study in the teaching of composition principles to be followed in arranging courses; studying models; assigning, planning, evaluating and correcting compositions; improving the pupil's oral English; conducting class discussions; problems related to the teaching of English composition.

MEDIA

The basic aim in treating mass media; objectives; categories; procedures.

2070 *Seminar in English* (4 hours). For Type A candidates in English. Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slow learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

1060 *Developmental Reading* (4 hours). Designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be placed on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. This course may not be taken simultaneously with *Reading in the Secondary School* 5260. Candidates taking 1060 are advised to choose one of the following Complementary Studies courses: *Psycholinguistics* 5240 or *Psychology of Communication* 5250. Enrolment limited.

1330 *Teaching English as a Second Language* (4 hours). Designed for training teachers of New Canadian students at all levels from primary to senior, this course will cover: aspects of syntax, semantics and phonology which apply directly to TESL, standard English as a second dialect, and problems of evaluation. The use of audiolingual aids and such media as film, magazines, T.V. and newspapers will be reviewed. Students will also explore socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. A minimum of four weeks' practice teaching will be scheduled in TESL classrooms. Enrolment is limited to 60 candidates.

COMPLEMENTARY STUDIES

5040 *Children's Literature* (2 hours). An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5130 *English for the Slower Learner* (2 hours). The development of effective programs for slower learners at the secondary level. The

needs, interests, and abilities of such pupils will be explored, and specific methods of instructing them will be emphasized. Careful examination of perception, reading, speaking, listening and writing skills will be stressed. Students will investigate the nature and validity of both reading and intelligence tests as they apply to the slower learner.

5240 *Psycholinguistics* (2 hours). A course designed to explore the psychological, biological, and sociological parameters of language as a communication system. Some of the main areas of investigation are: language acquisition in children; psychological models of language learning; linguistic models of grammar; language study programs in the school (history of grammar, dictionaries and writing systems, language history, etymology, morphology); language and thought; language as a sociological determinant. Special attention will be given to the construction of language units for classroom study.

5260 *Reading in the Secondary School* (2 hours). An introduction to the possibilities of developmental reading at the secondary school level. Basic principles underlying an instructional program will be discussed. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Emphasis will be on the devising of practical developmental reading programs.

34. Geography

1120 *Geography* (5 hours). The course is made up of five components designed to allow the degree of flexibility needed in the professional preparation of graduates in geography (Type A Candidates) and of other university graduates (Type B candidates) who are proceeding to a geography teaching career.

ORIENTATION

The scope of the role of the geography teacher; styles of learning and their relationship to the teaching of geography and learner characteristics.

CURRICULUM PLANNING

Recognition of a curriculum framework as a general context within which the strategies for achieving educational objectives in the classroom may be discussed; the identification and relationship of the components of curriculum in a variety of contexts, e.g., classroom and field, and at a variety of scales, e.g., program, unit, lesson.

INSTRUCTIONAL TECHNIQUES AND PROCEDURES

Recognition, analysis and construction of learning experiences in geography in order to understand how educational objectives are achieved; the study of various resource materials and their relationship to strategies, techniques, and objectives in geography; analysis of geographic approaches, e.g., regional, systematic, thematic.

EDUCATIONAL MEASUREMENT AND EVALUATION
A study of ways to evaluate the effectiveness of learning experiences.

FIELD STUDIES
Integration of the objectives and techniques of "landscape" study.

2090 *Seminar in Geography Curriculum Design* (4 hours). For Type A candidates in Geography. A program concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Obligatory final examinations for all candidates in courses 1120 and 2090 will be held at the end of the academic year. Term work (reports, seminar papers, essays, units and exercises) will account for approximately 60% of the final grade.

COMPLEMENTARY STUDIES

5160 *Geography and History Programs in Elementary Education—Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 1090 who do not take *Geography* 1120 as their other teaching subject, this course provides a study of programs and methodology in the teaching of geography and history at the intermediate level of the elementary school.

5350 *Measurement and Evaluation.* Offered only in the Woodsworth College degree program.

5360 *Curriculum Theory and Design.* Offered only in the Woodsworth College degree program.

5370 *Game Theory and Simulation in Relation to Learning.* Offered only in the Woodsworth College degree program.

35. Geology

1130 *Geology* (4 hours). Value and objectives of a geology course in the Ontario secondary school curriculum: investigation and study of appropriate teaching methods; procedures and curriculum organization; use and value of maps, equipment, teaching aids, books and field exercises for secondary school geology.

2100 *Seminar in Geology* (4 hours). For Type A candidates in Geology. (These candidates are advised to select Geography or Science as their other teaching subject in the High School Assistants' Program, Type B.) Held jointly with Type A Geography candidates, this course examines the principles of curriculum design as models for the development of geology curricula to meet changing conditions in education. Approximately 60% of the final grade will be based on term work, and an obligatory final examination will be held at the end of the academic year.

36. History

1150 *History* (4 hours). A series of lectures and seminars on the following with specific reference to classroom practice:
Survey of history curricula in the schools; principles of course organization; procedures in course organization; factors in the development of effective teaching.
The teacher's philosophy and objectives in teaching history.
A study of the various forms of methodology used in history classes; evaluation of resources; new approaches to history teaching.
The student of history; motivation; evaluation; dealing with individual differences.
Preparation of a unit of a course of study in history.

2130 *History* (5 hours). For Type A candidates in History. A series of lectures and seminars with emphasis on the practical application of the following:
A study of the critical philosophy of history, emphasizing the methods of the historian and the problems of historical knowledge; a brief survey of the approaches of selected historians and philosophers to these problems.
Cognitive and affective objectives in teaching history; approaches to the teaching of history such as thematic, chronological, problems, inquiry, public issues, concepts and generalizations.
Various forms of methodology.
The planning and organizing of historical materials for presentation by various methods including the treatment of themes, trends and interpretation of material.
Analysis of student difficulties.
Evaluating the effectiveness of teaching and learning.
Preparation of a Teaching Program of a major unit of a course of study.

COMPLEMENTARY STUDIES

5160 *Geography and History Programs in Elementary Education–Grades 7 and 8* (2 hours). Of particular interest to candidates enrolled in *Elementary Education* 1090 who do not take *Geography* 1120 as their other teaching subject, this course provides a study of programs and methodology in the teaching of geography and history at the intermediate level of the elementary school.

5320 *History* (4 hours). A special course restricted to candidates enrolled in Psychology and Sociology, Political Science or Economics and designed to increase their employment opportunities, since their major subjects are traditionally in low demand. Classroom methodology and practice teaching experience in history are emphasized.

3130 *Comparative Education* (2 hours). A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, alternative routes, and the aims, structure and control of education. These will be related to the social, economic and political systems in the countries concerned, and their underlying assumptions and ideologies.

3140 *Introduction to Modern Philosophy and Education* (2 hours). The influence of modern philosophy on aims and methodology in education. Selected readings from 19th and 20th century philosophers will lead to a consideration of education both in the wider frame of social philosophy and from the narrower perspective of the individual quest for worthwhile purpose. Students are encouraged to weigh conflicting viewpoints and thus develop their own positions.

3150 *Introduction to Progressive Education* (2 hours). An analysis and discussion of progressive theories and practices with special reference to the ideas of the Pragmatists, for the purpose, in the main, of inducing beginning teachers to search for meaning in such familiar learning concepts as interest, activity, discovery, assimilation, authority, freedom, natural growth, creativity, and continuous progress.

3160 *Education and Society* (2 hours). A consideration of such problems as socio-cultural influences on educational achievement, value conflicts (between generations and among socio-economic classes), and the conflicting functions of the school as an institution for transmitting the cultural heritage as well as criticizing it. An analysis of these problems will uncover such issues of current concern to schools and teachers as the generation gap, educational control, and students' rights.

3170 *Sociology of Education* (2 hours). An examination of the school as an institution in the society which it serves. Topics will include the structure of society and education, education and social change, education and social mobility, the socialization of the child, the social role of the teacher, the influence of economic and political forces on education, education and the values of the community. Previous university work in sociology is desirable.

3180 *Ethics in Education* (2 hours). An examination of selected topics in value theory within the educational context, and an exploration of selected moral concepts in relation to education. Topics such as respect for persons, equality, discipline, character, indoctrination and punishment will be treated through the examination of modern analytical writings. A background in philosophy is helpful but not required.

3190 *Authority and Freedom in School* (2 hours). Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Is "compulsory education" a contradiction? Why bother being ethical? This course will attempt to get at the roots of human ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

3200 *Issues in the History of Canadian Education* (2 hours). A course designed to give students a perspective of the main influences, problems, and changes in Canadian education. Some of the issues that may be examined are: the functions schooling has performed; the educational roles of institutions other than schools; family life and the concepts of childhood and adolescence; the alteration in the roles of the teacher and student; and the influence of social, economic and political factors on education. The particular aspects to be studied will be determined by the students in consultation with the instructor.

3210 *Cross-Cultural Education* (2 hours). An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics may include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, language programs, curriculum, teacher attitudes, immigrant education, and multiculturalism.

3220 *Modern Philosophies and Education* (2 hours). A strictly seminar course, which will explore the thinking of three of: Camus, Sartre, Dewey, and Buber. Only students who have at least two philosophy courses to their credit, or who have the permission of the instructor, may enrol. Not open to students registered in *Introduction to Modern Philosophy and Education* 3140.

3230 *Perception and Value Formation* (2 hours). A critical treatment of modern approaches to the logic and structure of the teaching/learning experience. The course begins with contemporary theories of knowledge and mind, and proceeds through a series of applications of theory to particular problems in representation and reality, valuing and understanding, leadership and communication, and the integration of ideas. A background in philosophy is helpful, but not required.

3240 *Individual Research Project* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A brief proposal acceptable to the Department must be submitted, and evidence shown of research skills and training appropriate to the area of study.

5230 *Problems in Canadian Education* (2 hours). A reading-discussion course where students will select for individual study a particular problem or theme in the history of Canadian education, for example, technical and vocational education, the kindergarten movement, progressive education, ethnic groups and assimilation, urbanization, rural problems, the role of the state, or the changes that have taken place in the aims and content of certain school subject areas such as health education, physical education, history, literature, mathematics or the sciences.

38. Home Economics

Candidates are advised not to elect Home Economics unless they have obtained at least C standing in the prerequisite home economics courses.

1160 *Home Economics* (6 hours). For Intermediate and Type A candidates. Development, present trends, values and aims of Home Economics (Family Studies) in Ontario schools, with emphasis on the growth of personal and professional philosophy.
New concepts of curriculum and teaching, emphasizing flexibility, cooperative planning, and recognition of individual differences, explored through an individualized program offering a wide choice of learning experiences.
Creation and function of objectives and evaluation procedures in the learning/teaching process with implications for planning.
On successful completion of *Home Economics* 1160, a candidate may be recommended for the Intermediate Certificate in Home Economics.

2140 *Seminar in Home Economics* (2 hours). For Type A candidates in Home Economics. A study of home economics education as it relates to the Canadian family, the individual and the environment, with emphasis on research findings. Students will become familiar with the work of leaders in the field, and will develop a strong philosophy for potential leadership.

Industrial Arts

1170 *Industrial Arts I* (6 hours). Part I of the two-part sequence leading to the Elementary Certificate in Industrial Arts. The course consists of lectures and laboratory experience in material science, design technology, environmental design, fabrication and production. Problems are presented to develop creative abilities, experimentation, and the required hand and machine skills to work with a variety of materials and processes. Factors controlling the design and planning of objects in the man-made environments are studied and applied in practical work.

1180 *Industrial Arts II* (6 hours). Part II of the two-part sequence leading to the Elementary Certificate in Industrial Arts. An extension of *Industrial Arts I* 1170, it provides more advanced experiences in material science, design technology, environmental design, and fabrication and production. Open only to candidates enrolled in *Industrial Arts I* 1170.

NOTE

A candidate may obtain the Elementary Certificate in Industrial Arts by successfully completing:

1 *Industrial Arts I and II*, 1170 and 1180, *or*

2 *Industrial Arts I* 1170, followed by a seven-week summer program (July-August).

To obtain the Intermediate Certificate in Industrial Arts, a candidate must successfully complete:

1 *Industrial Arts I* and *II* 1170 and 1180, *and*

2 A 14-week summer program (May-August).

COMPLEMENTARY STUDIES

5010 *Art and Crafts for Elementary Schools—Grades 7 and 8* (2 hours). Of particular interest to students in *Elementary Education* 1090, this course provides an introduction to basic design, picture and print making, and the creative use of materials in two and three dimensions. Different sections will emphasize whichever aspects of elementary art education best meet the needs of the students involved.

5050 *Communication Arts in Modern English* (2 hours)

EXPOSITORY RHETORIC (Fall Term)

Methods and patterns of clear and effective writing; relationship between seeing, thinking and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

SEMANTICS (Spring Term)

Subjects of investigation will include: introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstraction, thought and action; the uses of language—both verbal and non-verbal—in popular culture, advertising, mass media, the press, religion, science and education.

5090 *Design Education* (2 credit hours). (See Section 24)

5300 *Skill Crafts for Science Teachers* (2 hours). (See Section 48)

40. Institute of Child Study

COMPLEMENTARY STUDIES

5030 *Child Study* (2 hours). An examination of the principles of children's development and a consideration of the influences affecting such development. The implications for children's care and education will be considered.

41. Mathematics Education

1220 *Mathematics Education* (4 hours). A consideration of the place of mathematics in elementary and secondary education; objectives of the mathematics teacher.

Classroom procedures and teaching methods, grade 7 through grade 12, of a balanced student-centred teaching program, including methods designed to obtain maximum student involvement in development of mathematical concepts and techniques; individual, small-group, and large-group methods; team teaching involving curriculum planning as a team effort; laboratory techniques; use of multimedia, audiovisual materials, calculators, models, and other instructional materials; interdisciplinary approaches; environmental studies; use of the mathematics workshop to promote understanding and confidence, and to develop powers of inquiry and creativity; seminar methods; socratic methods; research; testing and evaluation; the implications for the elementary and secondary schools of contemporary trends in mathematics education; history and development of mathematics; foundations of algebra and geometry; fundamental concepts of logic; applications of mathematics.

2170 *Seminar in Mathematics Education* (3 hours). For Type A candidates in Mathematics. A consideration of the development of curriculum for mathematics programs from kindergarten through grade 13; the responsibilities of departmental administration and professional leadership.

COMPLEMENTARY STUDIES

5100 *Diagnosis and Remediation of Learning Difficulties in Mathematics* (2 hours). A study of some of the types of learning difficulties demonstrated by students, their causes, and ways of helping a student overcome them. The course will involve field experience with students experiencing difficulty in mathematics at the elementary or secondary level. Of special interest to candidates enrolled in *Elementary Education* 1090, *Special Education* 1320, or *Mathematics Education* 1220.

5180 *Mathematics Education in the Elementary School* (2 hours). A study of current content, methods of teaching and curriculum development in elementary school mathematics; a course of value to any prospective secondary school teacher, but of special interest to teachers of secondary school mathematics or science. Not open to candidates enrolled in *Elementary Education* 1090.

5190 *Mathematics for Elementary School Teachers* (2 hours). A study of some topics of elementary school mathematics, designed to develop insights into the conceptual development of the material. Of special interest to candidates enrolled in *Elementary Education* 1090 who wish to reinforce their knowledge of elementary mathematics.

5280 *Reflections on Mathematics* (2 hours). A consideration of some secondary school mathematics topics from an advanced viewpoint, with emphasis on problem-solving, including some aspects of recreational mathematics. The topics chosen and methods used will provide an opportunity for discussions as to their relevance to the teaching of secondary school mathematics. Open only to candidates taking *Mathematics Education* 1220.

42. Modern and Classical Languages

Candidates are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar. Most of the lecturing is in the language concerned, and candidates are expected to use that language in teaching practice.

MODERN LANGUAGES (4 hours per language): 1110 *French*; 1140 *German* ; 1190 *Italian*; 1310 *Spanish*

METHODOLOGY

Current aims; specific objectives at intermediate and senior levels; curricula; materials.

Procedures; specific techniques in audiolingual presentation; the written language; vocabulary acquisition; inductive approach to language generalizations; teaching literature.

Lesson planning (initial, series, review).

Tests and examinations, both oral and written; administration; marking.

APPLIED PHONOLOGY

Description of the sounds; intonation; accent; discrimination and production on the part of the learner; standards of phonemic and phonetic accuracy (where pertinent); remedial drills; error detection by the teacher; counselling techniques and practice.

LANGUAGE PRACTICE AND CONVERSATION

Current usage, emphasizing the spoken language; laboratory drills with pedagogical bias; testing program. (Additional laboratory time may be required of those in need of remedial work.)

SEMINARS IN MODERN LANGUAGES

Study in depth at all levels, as outlined in the Courses of Study and Curricula issued by the Ministry of Education, with stress on methods of presenting work in the senior division. Selected topics will be

covered, such as: linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, preparation of teaching modules.

a For all Type A candidates in a modern language, whether it is chosen as a single Type A subject, or combined with another Type A subject:

2080 *French* (6 hours). Candidates taking this course are not required to enrol in *French* 1110, since its content is included in 2080.

2110 *German* (2 hours). To be taken in addition to *German* 1140.

2150 *Italian* (2 hours). To be taken in addition to *Italian* 1190.

2240 *Spanish* (2 hours). To be taken in addition to *Spanish* 1310.

b For Type A candidates holding a minimum of 27 university credits in any modern language, and seeking certification in that language alone, further work is required:

French: 1 hour, to be timetabled in addition to *French* 2080. An individual project will be assigned to candidates in *German* 2110, *Italian* 2150, and *Spanish* 2240.

CLASSICAL STUDIES

1200 *Latin* (4 hours)
1210 *Greek* (4 hours) (May be taken only in conjunction with *Latin* 1200.)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids, and interest devices; the direct approach, with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group and large group methods; team teaching; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

SEMINARS IN CLASSICS

2120 *Greek* (1 hour)
2160 *Latin* (1 hour)
For Type A candidates. An examination of techniques involved in curriculum planning and presentation appropriate for use in advanced classes, with emphasis on finding and preparing material suitable for students at intermediate and senior levels, from the extensive corpus of Latin and Greek literature; advanced grammar and syntax.

5070 *Culture and Society as they Relate to the Teaching of French* (2 hours). Historical, social and regional factors, with emphasis on French Canada. Field work in the milieu is usually part of this program. Open only to students enrolled in *French* 1110 or 2080. Enrolment limited.

5150 *French at the Elementary School Level* (2 hours). French as a second language from the earliest grades of elementary school; programs; procedures specific to the age level; audiovisual aids. This course leads to a Certificate as Teacher of French as a Second Language. Classes in French in an immersion setting will be arranged for suitably qualified candidates. Open only to students enrolled in *French* 1110 or 2080.

5270 *Recent Developments in Modern Language Teaching* (2 hours). Trends in modern language teaching, with stress on electronic aids, individualization and grouping techniques. Practical work will be related to the students' linguistic needs and interests. Open only to students enrolled in a modern language, or in *Teaching English as a Second Language* 1330.

43. Music

1240 *Music, Vocal* (4 hours). A multi-faceted approach to music learning which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures; listening, vocalizing, and conducting.

1230 *Music, Instrumental* (4 hours). A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music* 1240.
NOTE: On successful completion of *Vocal Music* 1240, or *Vocal* and *Instrumental Music* 1240/1230, a candidate may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

2180 *Seminar in Music* (3 hours). For Type A candidates in Music. Comparative studies of current aesthetics and practices; advanced ensemble techniques; implementation of learning theories; problems in the developing of aural responsiveness to varied musical expressions; examination of sound manipulations and formal procedures; multimedia presentations; studies in curriculum design.

44. Physical and Health Education

1250 *Physical and Health Education* (6 hours)
PART I OF THE PROGRAM FOR THE INTERMEDIATE CERTIFICATE.
An introductory course in principles and practices of Physical and

Health Education. Emphasis is placed on methods of teaching the physical activities and health materials outlined in the Courses of Study for the Intermediate Division of the Ontario Ministry of Education.

PART II OF THE PROGRAM FOR THE INTERMEDIATE CERTIFICATE (3 hours). The prerequisite for Part II is a minimum of 6 university credits in Physical and Health Education. This course is a continuation of, and will be taken in addition to, Part I. It will be given only if a sufficient number of applications are received.

PROGRAM FOR THE SPECIALIST CERTIFICATE (6 hours).
Emphasis is placed on methodology, philosophic and scientific principles, and the organization and administration of all aspects of Physical and Health Education in the school situation. The prerequisite is a minimum of 24 university credits in Physical and Health Education (exclusive of methods courses). This program includes the work of the H.S.A. Type B course in Physical and Health Education.

The Specialist Certificate may be granted to a candidate who achieves the standard for Part I of the Intermediate Certificate and who obtains B standing in the Practice Teaching, the written examinations and the practical tests of the course.

2190 *Seminar in Physical and Health Education* (6 hours)
For Type A candidates in Physical and Health Education.
The Seminar is concerned with: educational concepts relative to Physical and Health Education; scientific principles relative to human movement; organization and administration of all phases of the school Physical and Health Education program; methodology and teaching techniques. These seminars include the work of the H.S.A. Type B course in Physical and Health Education.

ONTARIO TEACHERS' AQUATIC STANDARD. A candidate who meets this standard will be awarded an O.T.A.S. certificate, which qualifies the holder to teach aquatics in Ontario school programs.

COMPLEMENTARY STUDIES

5080 *Current Health Problems in North American Society* (2 hours). A survey course including lectures and seminars related to such health areas as cardiovascular disease, mental health, air and water pollution, consumer health, drugs, and human sexuality.

5200 *Outdoor Education* (2 hours). An introductory course emphasizing the use of the outdoor environment as an educational medium. An interdisciplinary program which includes lectures and seminars and devotes a considerable amount of time to field work.

5210 *Health, Values, and Communication* (2 hours). An experimental

course which will focus on the total health of teachers, students, an parents. It will explore communication theories and techniques, an stimulate an awareness of current value systems.

45. Political Science

1260 *Political Science* (4 hours). A program of lectures and seminar involving group work, presentations and films with specific referenc to classroom practice. Political science as a discipline and its place i the secondary schools; the Government of Canada—machinery, pro cess, performance and participation; principles of course constructio —group preparation and presentation of representative units selecte from Ontario Ministry of Education Guideline: People and Politics current events in the classroom; examination of a variety of ap proaches to the teaching of Politics and Government; motivation an evaluation of students and teachers.

2210 *Political Science* (5 hours). A seminar-workshop course for Typ A candidates combining the academic study of political science wit practical experience in the pedagogy of the subject. Seminar discus sions conducted by each member of the course centre around aca demic topics in the field of political science. Videotaped lessons b each candidate illustrating a variety of approaches provide a basis fc critical analysis of effective methodology. One major research pape or project during the year.

46. Psychology and Sociology

1270 *Psychology and Sociology* (4 hours). A series of lectures, demor strations and seminar discussions, designed to prepare candidates t teach the secondary school course "Man In Society." Limited curricu lum development, teaching methods, evaluation techniques, and r source material will be covered. A brief introduction to the field c special education will be given in a series of presentations and discu sions outlining fundamental teaching strategies.

2220 *Psychology and Sociology* (5 hours). A series of lectures, demo strations and seminar discussions to prepare Type A candidates teach the secondary school course "Man In Society" and relate experimental courses, such as grade 13 sociology, women's studies ar futurology: extensive curriculum development, teaching method evaluation techniques, resource material. A brief introduction to th field of special education will be given in a series of presentations ar discussions outlining fundamental teaching strategies.

47. School Librarianship

1290 *School Librarianship*
PART I OF THE PROGRAM FOR THE INTERMEDIATE CERTIFICATE (6 hours
An introductory course for potential school librarians. The followi aspects of the school library will be explored: collection, includi curriculum, recreational and basic reference materials; services; a ministration; organization of materials. Seminars for discussion materials and student presentations, laboratory periods for practi

and lectures constitute the format of the course. This course is Part I of a two-part program leading to the Intermediate Certificate in School Librarianship. To complete the requirements for this Certificate, a summer session subsequent to one year of successful experience in a school library is required.

PROGRAM FOR THE SPECIALIST CERTIFICATE (6 hours).
For candidates who hold an accredited degree in library science. Emphasis will be placed on services given by the school library, the curriculum development function of the school library, and special research projects. Successful candidates may be granted the Specialist Certificate in School Librarianship, on the recommendation of the Department.

48. Science Education

1300 *Science* (4 hours). The role of science in elementary and secondary education; the aims and objectives of science education; science curriculum design; unit planning and lesson planning; a study of representative portions of contemporary science courses; an examination of the various approaches to the teaching of science; procedure and methods used to obtain maximum student interest and participation; recognition of individual student differences; the use of audiovisual aids in science teaching; source materials; the purchase, maintenance and use of equipment; testing and evaluation.

Type A Seminars (7 hours)*
The following courses for Type A candidates consist of a series of lectures, seminars and laboratory workshops emphasizing the methodology and content of the various branches of science in the intermediate and senior divisions.

2020 *Biology* (Candidates in Type A Biology are urged to consider selecting *Environmental Studies* 5140 as their Complementary Studies option.)
2030 *Chemistry*
2200 *Physics*

* The 7 hours for each of the Type A courses include the 4 hours of *Science* 1300.

COMPLEMENTARY STUDIES

5140 *Environmental Studies* (2 hours). From the areas of freshwater ecology, terrestrial ecology, soil ecology, environmental pollution, and urban studies, material is selected that can be used to supplement existing programs in schools or to build an interdisciplinary course in Environmental Studies. This course has a science base. Field experience is provided.

5290 *Science Programs in Elementary Education* (2 hours). A course of particular interest to candidates in Science who have not elected

Elementary Education 1090. It includes a study of the science pro grams currently given given in elementary schools, teaching tech niques and procedures specific to age level, and correlation of scienc in the senior elementary grades and the junior secondary grades.

5300 *Skill Crafts for Science Teachers* (2 hours). Offered jointly b the Departments of Science Education and Technical and Industri Arts, this course provides training in skills required for the construc tion of apparatus, models, and teaching aids for science classes. Bas training is given in soldering, welding, glass blowing, simple electron circuitry, photography, film developing, and the safe operation shop machines. A small fee will be charged to cover the cost materials used.

49. Special Education

1320 *Special Education* (5 hours). This course is concerned with th learning disabled, the emotionally disturbed, the culturally deprive and students with simply a slower rate of learning. Teaching strat gies, organization, and program development in reading, languag and mathematics will be covered, as well as the development physical presence. Practice teaching experiences will be directly r lated to the course, in selected vocational schools, withdrawal classe correctional institutions, and centres for the disturbed. Successful ca didates in this course will be awarded Part I of the Ontario Minist of Education's three-part Special Education Certificate.
Applicants for this course are urged to select *Psychology Applied Special Education* 3080 as one of their Educational Theory courses.

Bachelor of Education Degree Program (Woodsworth College)

). Bachelor of cation Degree Program by rt-Time Study

The Faculty of Education, in cooperation with Woodsworth College, University of Toronto, offers to holders of Ontario permanent basic teaching certificates a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Part II. Educational Theory, and Part IV, Complementary Studies, as listed in the Woodsworth College Calendar.

Admission Requirements

a an approved degree from an accredited university (See Section 12).
b an Ontario permanent basic teaching certificate.

General Information

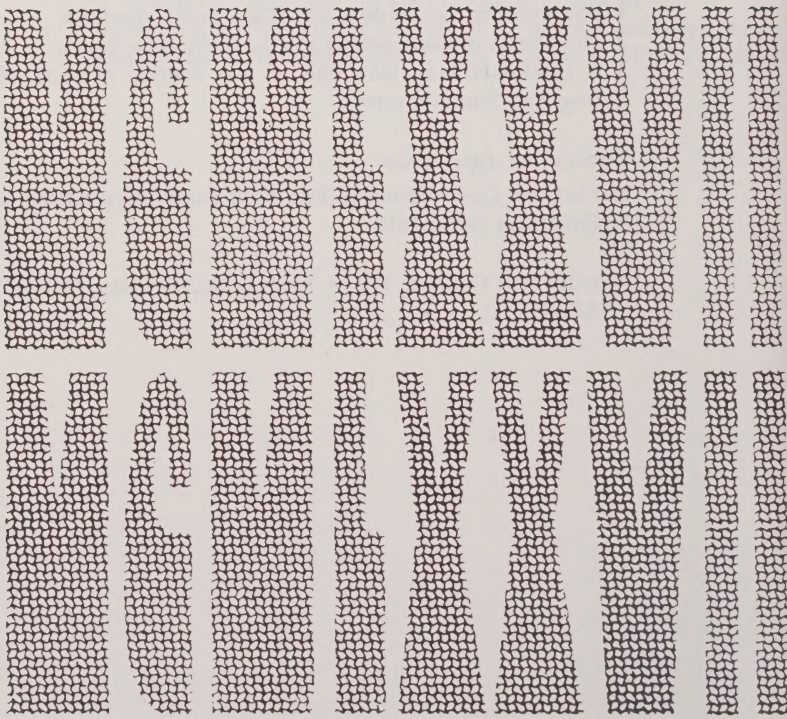
1 The summer day sessions are of six weeks' duration.
2 The course in each subject will be thirty class hours.
3 A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

Inquiry and Application

Contact the Co-ordinator of Part-time Study Degree Program, Faculty of Education (978-5261)

or

Woodsworth College, 119 St. George St., Toronto, Ontario M5S 1A9 (978-2405)



Programs in Technical and Industrial Arts Education
(A) Vocational or Occupational Certificates and Bachelor of Education Degree

. Bachelor of ation Degree and Diploma In Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), awarded by the Ontario Ministry of Education.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to either of the above certificates, but who are ineligible for the Bachelor of Education degree.

Candidates for either the Bachelor of Education degree or the Diploma in Technical Education must achieve at least D standing in each course, and an overall average of C or better in the entire program.

Certification

Candidates with suitable academic standing and wage-earning experience who meet all admission requirements peculiar to their subject area, who successfully complete an approved program of teacher education, and who pass the appropriate technical proficiency examinations, will be recommended for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

Interim Vocational Certificate, Type B, becoming when permanent the Permanent Vocational Certificate. This is the basic certificate.

Interim Vocational Certificate, Type A, becoming when permanent the Vocational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Technical Director in a secondary school.

Interim Occupational Certificate, Type B (Practical Subjects), becoming when permament the Permanent Occupational Certificate. This is the basic certificate.

Interim Occupational Certificate, Type A (Practical Subjects), becon ing when permanent the Occupational Specialist's Certificate. This the higher certificate. It may qualify the holder to become the Dire tor of an Occupational Department.

Each certificate is issued on an interim basis, qualifying the holder f five years to teach the designated subject(s) in an Ontario seconda school.
Upon completion of two years' successful experience teaching t designated subject(s) in an Ontario secondary school, a holder of t interim certificate may request that it be made permanent by t Ministry of Education.

53. Conditions of Admission

An applicant for admission to the one-year program leading to Voc tional or Occupational certificates must make application not la than August 15 to the Chairman of the Department of Technical a Industrial Arts, on a form to be obtained from him, and shall subn with the application:
1 *A birth certificate*. If not born in Canada, the applicant must subn a certificate of Canadian citizenship or Landed Immigrant status. F the Vocational and Occupational Programs, male applicants shall at least 23 years of age; female applicants shall be at least 21 years age.
2 Evidence of a negative tuberculin test reading or chest x-ray tak within the year preceding registration. This is required by the Minis of Education in cooperation with the Ministry of Health and appl to all personnel who work directly or indirectly with pupils in t schools.

VOCATIONAL OR OCCUPATIONAL TYPE B

This program is open to: holders of an approved degree in engine ring, architecture, nursing or science from a recognized universi graduates of polytechnical institutes or colleges of applied arts a technology; and skilled tradesmen.

Engineers

An applicant must hold a four-year degree from the faculty of appl science of a recognized university, and must submit statements prove not less than two years' subsequent experience in the field his or her major subject.

Technologists and Technicians

An applicant must hold a three-year diploma from an approved p gram offered by a polytechnical institute or college of applied arts technology, which requires Ontario grade 12 standing as one of conditions for admission. Three years of acceptable work experie must also be documented.

Skilled Tradesmen

An applicant is required to give evidence of a minimum of a secondary school graduation diploma, or equivalent; approved trade training; and experience (generally seven years).

The training or apprenticeship required is the same as for journeyman's qualifications in the trade concerned. Special training obtained in an approved day vocational school will be taken into account. Applicants shall submit statements from the persons or firms under whom they were trained, showing the length of the training period and the nature of the work. The trade experience required shall be several years as a wage-earning journeyman with reputable firms, and shall be such as to show that the applicant is a skilled craftsman, competent in the main branches of the trade concerned, and familiar with its recent development. The length of the journeyman experience depends upon the nature of the trade. Documentary evidence of experience in the trade in approved shops shall be furnished by the applicant.

An applicant for admission to the program leading to the Occupational Certificate, Type B (Practical Subjects), shall furnish proof of wage-earning experience over at least seven years and involving at least three trade areas.

In calculating the total years of wage-earning experience and/or training, normally only those years subsequent to the date of the highest academic attainment used in the calculation can be credited unless the academic program of the candidate was interrupted for a number of years by such wage-earning activity.

NOTE:

1 In all cases the name of the degree, diploma, or apprenticeship must correspond with both the nature of the wage-earning experience and the subject to be taught.

2 A minimum of two years of Canadian wage-earning experience is recommended.

VOCATIONAL OR OCCUPATIONAL TYPE A

This program is offered to graduates of a faculty of applied science or a faculty of architecture or to graduates holding the B.SC.N. degree from a recognized university, with at least 70% or B, whichever is higher, in the final and one other year. An applicant must submit evidence of not less than two years of approved wage-earning experience in the field of his or her major subject.

54. Spring Program, ocational or ccupational Type B

A two-session program of teacher education, leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), beginning in May.

Admission Requirements

These are identical to the admission requirements for the one-year program. See Section 53.

Program

A complete program consists of two four-month sessions. These tw sessions do not have to be taken in the same year. After finishing th initial session, a candidate may leave, and return not more than on year later to enrol for the completing session.

Attendance at a second spring session will be permitted only if it preceded by a minimum of four months of approved supervised in ternship in an appropriate full-time teaching position.

Content of the complete spring program will be equivalent to that the fall and winter program.

The program consists of five parts:

PART I TEACHING SUBJECTS

All candidates will take the following courses:

Principles and Methods of Teaching Vocational and Occupational Sul jects 1010

Teaching a Related Subject in Vocational and Occupational Educatio 1030

PART II EDUCATIONAL THEORY

All candidates will take the following courses:

Structural and Legal Bases of the Ontario School System 6010

Curriculum Development for Vocational and Occupational Educatio 3030

Psychology Applied to Technical Education 3050

History and Philosophy of Technical Education 3070

PART III PROFESSIONAL PRACTICE

Practice Teaching is a ten-week program, conducted in seconda schools, outside as well as within the area of Metropolitan Toronto. Candidates entering the course must be willing to accept practi teaching assignments to those schools selected by the Department Practice Teaching. A candidate absent during regular practice teac ing weeks may be required to make up the deficiency at the end the session.

PART IV COMPLEMENTARY STUDIES

All candidates will take the following course:

Communication Arts in Modern English: Expository Rhetoric and S mantics 5010

PART V TECHNICAL PROFICIENCY EXAMINATIONS

Each candidate will be required to pass examinations designed to t

his or her attainments as a skilled worker in the subject concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Vocational or Occupational Type A Program

Each Type A candidate must take the courses prescribed for the Type B program, and must obtain a minimum standing of B.
The candidate must take additional courses in the organization, administration, and supervision of vocational schools, educational measurement, curriculum development, comparative education, and philosophy of education.

56. Program Leading to the Bachelor of Education Degree

The program consists of five parts:

PART I TEACHING SUBJECTS
As in Section 54, Part I.

PART II EDUCATIONAL THEORY
a All candidates will take the following courses:
Structural and Legal Bases of the Ontario School System 6010
Curriculum Development for Vocational and Occupational Education 3030
b In addition, a candidate must elect two courses from those offered in Section 54, Part II, or Section 16, Part II(b).

PART III PROFESSIONAL PRACTICE

As in Section 54. Part III.

PART IV COMPLEMENTARY STUDIES

As in Section 54, Part IV.

PART V TECHNICAL PROFICIENCY EXAMINATIONS

As in Section 54, Part V.

57. Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

TEACHING SUBJECTS

1010 *Principles and Methods of Teaching Vocational and Occupational Subjects* (6 hours). An opportunity to synthesize a philosophy of vocational and occupational education, relating the concepts and generalizations of this approach to its role in general education. The course will examine teaching skills, procedures, and facilities in vocational programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and

practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance.

1030 *Teaching a Related Subject in Vocational and Occupational Education* (6 hours). A course designed to develop the cognitive and psychomotor skills necessary to teach a second vocational/occupational subject safely and effectively through the introductory level. Intensive practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies. Methods suited to teaching students with various learning disabilities will be stressed.

EDUCATIONAL THEORY

6010 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

3030 *Curriculum Development for Vocational and Occupational Education* (2 hours). A course consisting of four separate assignments: Subject Analysis; Course of Study; Model Shop Plan; Equipment List and Budget. Subject analysis involving organization of the candidate's teaching subject into blocks and later into practical and theoretical lessons; unit, modular, and cluster courses of study designed to satisfy the needs of today's high school student; emphasis on design and planning of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a supplies budget and sample orders for some major equipment.

3050 *Psychology Applied to Technical Education* (3 hours). An introductory course designed for teachers of Technical and Industrial Arts. As such, special reference is given to the application of educational psychology to teaching and learning practical subjects. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 *History and Philosophy of Technical Education* (2 hours). Designed to acquaint the student with the historical development of education and the philosophical concepts which underly it. The topics are set forth to show the vocational aspects of educational developments from the ancient world to the present and to reflect the theories and practices of education as advocated by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey and Whitehead. Stress will be placed on the influence of these

philosophers on current vocational practice so that a proper perspective may be gained as the various facets of general educational practice are examined.

COMPLEMENTARY STUDIES

5010 *Communication Arts in Modern English: Expository Rhetoric and Semantics* (3 hours).

EXPOSITORY RHETORIC—WRITTEN (2 hours, Fall Term). Methods and patterns of clear and effective writing; relationship between seeing, thinking, and the composition process; rhetorical considerations in composing sentences and paragraphs; techniques of effective identification, definition, classification, comparison and contrast, illustration, and three types of analysis: functional, process and causal.

EXPOSITORY RHETORIC—ORAL (1 hour, Fall Term). Communicating with an audience; eliminating self-consciousness; voice improvement; oral reading; methods of effective oral presentation in the classroom. Video-tape is used extensively for self-evaluation of performance.

SEMANTICS (Spring Term). Introduction to both linguistic and general semantics; codes and levels of speech; linguistic relativity; problems with definitions; relationship between the process of abstraction, thought and action; uses of language—both verbal and non-verbal—in popular culture, advertising, mass media, the press, religion, science, education.

1317 *Introduction to Special Education* (2 hours). A preparation for teaching exceptional children, which includes philosophy, methodology and management of the various types of programs in the public school system, as well as psychology and mental health relating to slower learners. Offered only in the Summer Session.

Programs in Technical and Industrial Arts Education
(B) Industrial Arts Certificate

58. Industrial Arts Certificate

NOTE: Each teacher of industrial arts in grades 1-6 must hold an Elementary School Teacher's Certificate in addition to the Industrial Arts Certificate.

Intermediate Industrial Arts Certificate

The Intermediate Industrial Arts Certificate qualifies the holder for five years as a full-time teacher of industrial arts in all divisions of elementary and secondary schools.

A Permanent Intermediate Certificate may be requested of the Ministry of Education upon completion of two years' successful experience in an elementary or secondary school in Ontario.

Specialist Industrial Arts Certificate

The Specialist Industrial Arts Certificate is based on advanced study beyond the Intermediate Certificate program. It is valid for five years. The holder may ask the Ministry of Education for a Permanent Specialist Industrial Arts Certificate upon completion of two years' successful experience in Ontario in industrial arts teaching.

A three-summer program is offered leading to this certificate. See Section 88.

59. Conditions of Admission

Applications for admission to the Intermediate Industrial Arts Certificate program must be submitted not later than April 15 to the Chairman of the Department of Technical and Industrial Arts, on a form to be obtained from him. The application form must be accompanied by:

1 a *birth certificate*. If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status.

2 evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

Applicants for this program must hold:

1 an Occupational (Practical Subjects) or Vocational Certificate, *or*

2 an Ontario Elementary or High School Assistant's Certificate, or equivalent, *and* an Elementary Industrial Arts Certificate, or equivalent.

0. Intermediate Industrial Arts Spring Program

A program leading to the Intermediate Industrial Arts Certificate is offered in one session, from May to August. This is an extension of the program leading to the Elementary Industrial Arts Certificate, and provides advanced experiences selected from the one-year program leading to the Intermediate Certificate.

The program consists of three parts. All courses are compulsory.

PART I TEACHING SUBJECTS
Material Science 1020
Design Technology 1040
Design Environment 1060
Fabrication and Production 1080

PART II EDUCATIONAL THEORY
Curriculum Development 3020
Philosophy of Contemporary Industrial Arts 3040

PART III PROFESSIONAL PRACTICE
Having entered the program with a teaching certificate, each candidate is given only three weeks in a practice school. Teaching responsibilities progress from individual and group instruction to complete charge of routine duties and class instruction. If possible, each candidate is sent to an industrial arts room in an elementary, a junior high, and a secondary school.

61. Details of courses

3020 *Curriculum Development* (1 hour). A study of the problem involved in developing the program and environment for teaching industrial arts. Lecture and assignment.

1040 *Design Technology* (6 hours). Electricity and electronics: concepts, applications, power mechanics, and central control of electricity; methodology and teaching techniques. Lecture and laboratory. Mechanics: simple machines and applications; fluid power; basic physics as applied to mechanics; methodology and teaching techniques. Lecture and laboratory.

1060 *Design Environment* (6 hours). Introduction to basic elements and principles of visual aspects of the environment, and the process of designing, recording and communicating ideas in two and three dimensions; methodology and teaching techniques. Lecture and laboratory.

1080 *Fabrication and Production* (12 hours). The development of basic skills in the use of hand tools and machines, and in the handling of materials. Areas of study include the processing of natural and synthetic materials. Problem-solving techniques are learned as the acquired skills are applied. Methodology and teaching techniques. Lecture and laboratory.

1020 *Material Science* (2 hours). The study of the structure and properties of materials related to sources; production and use. Methodology and teaching techniques. Lecture and laboratory.

3040 *Philosophy of Contemporary Industrial Arts* (2 hours). Current educational thought: contemporary aims, problems, and practices in education, with particular reference to Industrial Arts education. The general purpose of the course will be to present a philosophical insight to help students appreciate modern educational issues. Lecture and seminar.

Recommendation of Vocational, Occupational and Industrial Arts Certificates

Final Standing

The final standing of students in attendance in the program for the Vocational Certificate, Type B, Occupational Certificate, Type B (Practical Subjects), or for the Intermediate Certificate in Industrial Arts, will be determined by the sessional records of the respective programs. The sessional records in each program represent oral and written exercises, practical work, research reports, frequent tests, and the results of term and final examinations.

The standing of candidates will be determined by the combined results of term work and of the final examinations in the subjects of Parts I, II and IV, by the examination results of Part V, and by the record of Professional Practice in Part III.

Standing in the subjects of Parts I, II and IV will be issued as follows: A 80-100, B 70-79, C 60-69, D 50-59, F below 50.

Final marks in any subject or for any Vocational, Occupational or Industrial Arts Certificate may not be issued until all assignments have been completed satisfactorily.

A student who obtains 50% in each of the courses in Parts I, II and IV and 50% assigned for Part III and for Part V, if applicable, may be recommended by the Council of the Faculty for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects) or the Intermediate Industrial Arts Certificates.

A candidate must pass a performance test before being recommended for the Intermediate Industrial Arts Certificate.

A candidate who fails or withdraws from attendance may re-attend in a subsequent year, with the approval of the Council of the Faculty.

63. Technical Proficiency Examinations

A candidate for the Vocational or Occupational Certificate, Type B, must obtain at least 50% in both the theory and practical parts of the appropriate Technical Proficiency Examination.

Supplemental Privileges

A candidate for the Vocational or Occupational Certificate, Type B, (Practical Subjects) or the Intermediate Certificate in Industrial Arts, who passes in Part III (Professional Practice) and fails in not more than two subjects of Parts I, II and IV, shall be exempted from further attendance. The subject(s) failed must be re-written at an annual examination to complete standing for a certificate.

It is the responsibility of the student concerned to apply, not later than July 1, for permission to write the supplemental examinations in which standing is desired.
The statements about academic records and examinations (Section 7) also apply to all candidates for Vocational, Occupational, and Industrial Arts Certificates.

FAILURE IN MORE THAN TWO SUBJECTS

Candidates who fail in more than two subjects of Part I or Part II or in either division of Part III (Professional Practice) will be required to attend and successfully complete another session as follows:
1 Candidates for Vocational or Occupational (Practical Subjects) Certificates shall attend the January-May session of the one-year program.
2 Candidates for the Vocational, or Occupational (Practical Subjects) Certificates, Type A, who fail in two or more subjects will be required to repeat the session concerned.

FAILURE IN TECHNICAL PROFICIENCY EXAMINATIONS

Candidates who obtain a standing below 50% in either the theory or practical technical proficiency examinations may attempt a supplemental examination at a time arranged by the Coordinator of Technical Proficiency Evaluation. Those who fail to obtain 50% in the supplemental examination will be excluded from further professional training.

NOTE: As the value of an endowed scholarship or prize is dependent on the actual income of the fund, it is possible that the value of certain scholarships and prizes at the time of payment may be less than the amount stated in the calendar.

i. The William Pakenham Fellowship in Education

The late Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

ıe Pakenham emorial Prize

As a memorial to Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize to the value of the interest on $1,000. The Prize will be in the form of books, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the Faculty, in the High School Assistants' Program, Type B.

The Hugh W. an Memorial Prize of The Ontario Secondary ol Teachers' Federation

The Ontario Secondary School Teachers' Federation has founded an annual scholarship to the value of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. The prize will be awarded by the Scholarship Committee of the Federation at the close of each session, and after receipt of a report from the Council of the Faculty of Education, to the student in regular attendance throughout the session in the High School Assistants' Program who has shown "the most outstanding qualities of scholarship, teaching ability, and character."

68. International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has estab lished a scholarship in the total amount of $200 to be awarded an nually to one or more students registered in the Faculty of Educatio on the basis of participation and achievement in the Compute Studies course. Applications not required.

69. The Morgan Parmenter Memorial Award in Counsellor Education

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D Parmenter, Professor of Guidance, who founded the Guidance Centr in 1943 and was its Director until his death in 1968. This award i intended to recognize annually a student enrolled in the Counsello Education course in the one-year Bachelor of Education degree pro gram and is based on scholarship, teaching ability and potential cor tribution to the development of guidance and counselling. The recip ent of the award (value $400) must satisfy the Dean and the Chai man that the funds will be devoted to furthering his or her educatio in this field by travel, study, or research.

70. Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilir gualism and Biculturalism, the Federal Government is offering sun mer course bursaries for second-language teachers. This program being administered by the Provincial Government. Further informa tion may be obtained from the Fellowship Section, Student Awar Branch, Ministry of Colleges and Universities, Mowat Block, 8t Floor, Queen's Park, Toronto, Ontario M7A 1C6 (965-3208).

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Institute of Child Study

71. Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Director's Office, Institute of Child Study, 45 Walmer Road, Toronto, Ontario M5R 2X2.

The Institute of Child Study is a centre for professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study – the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

72. Program Leading to the Diploma in Child Study

Qualified students may participate in the academic program of the Institute under one of the following arrangements:

1 Two-year program for students enrolled in Early Childhood Education or Child Assessment and Counselling. Candidates must successfully complete ten full courses, including all courses prescribed. In special cases, the two-year program may be taken in three years.
2 One-year program for students with prior professional training and experience. Candidates must successfully complete five full courses, including all courses prescribed. The one-year program may be taken in two years.
3 Occasional students, not proceeding to the Diploma, may enrol in one or more courses with the approval of the instructor(s). In exceptional cases, an occasional student may be granted credit toward the Diploma for courses taken at the Institute within the two previous years.

NOTE:
1 A full course normally involves two hours per week of lectures throughout the academic year, and, in some cases, field work.
2 A student may take one or more approved courses in another division of the University as part of the Diploma program.

Academic Requirement for Admission

A bachelor's degree, with B standing, from a recognized university.

Application Procedure

Applications, on forms obtained from the Secretary of the Institute, should be submitted as early as possible in the calendar year, and not later than March 15. Enrolment is limited. In the event that a space is not immediately available, names of eligible applicants will be placed on a waiting list.

Each completed application form must be accompanied by:

1 an official transcript of a complete university course, or an official transcript of university work to date and a complete official transcript as soon as available;
2 an official statement of other academic or vocational courses, if applicable;
3 two references from persons familiar with his or her academic and professional pursuits;
4 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

An interview will be required of each applicant unless distance makes this impossible, in which case the application may be considered on submitted records, and the applicant will, if accepted, be interviewed at the time of registration.
For a candidate whose first language is other than English a requirement for admission may be the passing of the Communication Test for Teaching in the English Language, administered by the Faculty. (See Section 6)

Conditions for Final Standing

A student must complete all sections of the prescribed program with an overall B standing. Standings are based on assignments throughout the year and on participation in seminars, projects, and field practicum. A student who fails may re-attend with the approval of the Council of the Faculty.
A student who wishes special consideration because of illness or other causes should make representation in writing to the Director before the close of the academic year.

Fees (See Section 9)

Description of Programs

73. Early Childhood Education

This program leads to the Elementary School Teacher's Certificate, Standard Four, and to the Primary School Specialist's Certificate, as well as the Diploma in Child Study. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school, and further practice will be arranged in public/separate schools and in areas of special interest to the student. Students with professional training and prior experience in education may be admitted to a one-year program, arranged in consultation with the coordinator of the Early Childhood Education Program. Additional practica in infancy or research may also be arranged with the coordinator of the Early Childhood Education Program.

FIRST YEAR:

1002 Child Development*
2120 Introduction to Early Childhood Education

*Students with satisfactory prior coursework in child development may choose an alternative course.

One of 2121 Assessment of Young Children in Play and Educational Settings
1012 Analysis and Evaluation of Children's Learning Tasks
1005 Research with Children

2122 Curriculum Design and Implementation, Part I
2124 Teaching Practicum

SECOND YEAR:

2232 Structural and Legal Bases of the Ontario School System (half course)
One of 1003 Group Processes and Family Life
1007 Personality Development and Socialization
2230 Programming for Young Children
2123 Curriculum Design and Implementation Part II (half course)
2231 Advanced Teaching Practicum
Elective: equivalent of one full course

NOTE: In special circumstances, students may wish to take the program in Early Childhood Education without proceeding toward teacher certification. In such cases, some variation in the course of studies may be arranged.

74. Child Assessment and Counselling

In the first year, the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school, as part of the teacher-counsellor team.
In the second year, the student is introduced to methods of interviewing children and adults, and the theories and techniques of educational and therapeutic intervention. Opportunities are given for observation of and participation in assessment interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied. Students may arrange additional practica in infancy or research, in consultation with the coordinator of the Assessment and Counselling Program.

NOTE: Courses in this program are not open to occasional students.

FIRST YEAR:

1002 Child Development*
1003 Group Processes and Family Life

*Students with satisfactory prior coursework in child development may choose a second elective.

3140 Introduction to the Assessment of Children's Intellectual Func tioning (half course)
3141 Introduction to the Assessment of Children's Emotional Func tioning (half course)
3142 Practicum in Educational Programs and Counselling

Elective: equivalent of one full course.

SECOND YEAR:

3250 Principles of Child Management (half course)
3251 Seminar in Interviewing and Counselling (half course)
3252 Practicum in Interviewing and Counselling (half course)
3253 Theories of Counselling
3255 Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
Elective: equivalent of one full course.

75. Core Courses

1002 *Child Development.* The implications of research and theory i child development for professionals who work with children. Th course will include examination of constitutional capacities and fun damental processes affecting development, the development of behav iour and skills, and the development of self processes which influenc behaviour and skills. Situational and personal influences on thes aspects of development will be emphasized. Prior coursework in chil development is not a prerequisite.

1003 *Group Processes and Family Life.* An examination of family lif from the standpoint of small group theory and research. Socializatio processes in the context of family life will be related to prospects fo fostering social competence. Case material and live interviews wit normal families will be used to provide students with an opportunit to analyze family interaction and plan remedial programs.

1004 *Development in Infancy.* An examination of the development c children from birth to two years, with a view to understanding norma development and recognizing deviations from it. A study of the effect of prenatal influences, birth trauma, and postnatal experiences o later personality. An investigation of the research literature having bearing on these factors. Observation of infants in various settings.

1005 *Research with Children.* An introduction to applied research wit children. The first part concerns practical evaluation of publishe research, including purpose, design, clarity of reported results, an conclusions drawn. Students will participate in two small projects t illustrate the nature and problems of measurement in child study, an of conducting research in general. The second part concerns skills fo planning, conducting, analyzing, and reporting research with children

1006 *Theories of Human Development.* An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

1007 *Personality Development and Socialization.* An examination of major critical developments characteristic of infancy through adolescence. Mental health aspects are considered in relation to personality development at various stages with the primary focus on the concept of security. Practice is provided in the administration and interpretation of personality tests for school-age children, with emphasis on the Primary Form and Elementary Form of the Institute of Child Study Security Test.

1008 *Cognitive Development.* An investigation of the basic concepts in cognitive psychology, with emphasis on developmental aspects.

1009 *Language Development.* This course is concerned with language in the educational context. The main focus is on how language is learned and the uses and limitations of language as a tool for learning and teaching. The theoretical and empirical bases of many current reading, remedial and developmental programs are emphasized.

1011 *Programs in Special Education.* The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

1012 *Analysis and Evaluation of Children's Learning Tasks.* Through structured observational assignments and experiential exercises, students will learn to analyse the skills and knowledge prerequisite to a variety of children's learning tasks. These analyses will serve as the basis for setting individual objectives, for designing educational experiences to achieve these objectives, and for evaluating the outcome of educational intervention.

rly Childhood Education

2120 *Introduction to Early Childhood Education.* The nature and conditions of learning in the age range of three to thirteen years. The concept of readiness for learning is examined, as well as the situational, emotional, and cognitive aspects of learning. Emphasis is placed on the changing nature of the teacher's role as the child becomes increasingly able to direct his own learning. Work is based on practicum experiences, observations, visits, readings and projects. (This course must be taken in conjunction with course 2124).

2121 *Assessment of Young Children in Play and Educational Settings.* A study of young children's behaviour, with emphasis on what is called "play," combining both theory and actual observation, with the purpose of developing an educational plan to meet the needs and abilities of the individual child.

2122 *Curriculum Design and Implementation, Part I.* A study of educational techniques, and the role of the teacher in designing, implementing, and evaluating curricula for children in nursery and primary school. Although emphasis is on integrated programs, the course covers specific instructional procedures in Communications (speaking, reading, writing, dance, drama), Aesthetics (music, art, physical education), Science (mathematics, science), and Environmental Studies (social studies). Attention is also given to improving each student's background in the different subject areas.

2123 *Curriculum Design and Implementation, Part II* (half course). A continuation of course 2122 with emphasis on curricula for children from grade three through grade eight.

2124 *Teaching Practicum.* Includes an average of twelve hours a week supervised field experience in the Institute's laboratory school, in public and separate schools, and other settings, plus a four-week full-time placement following the end of academic classes. (This course must be taken in conjunction with course 2120).

2230 *Programming for Young Children.* Students are required to develop and carry out complete educational and activity programs for the classroom. Small groups of students work together in preparing and implementing a program which is later analyzed in the light of various educational viewpoints, such as those of Montessori, Piaget, Bruner, Bereiter, Greelman, and others. Problems of administration, community and parent relations, and educational and community resources are also examined.

2231 *Advanced Teaching Practicum.* Includes an average of twelve hours a week teaching experience, involving the development and implementation of an early childhood education program in the laboratory school, and also placement in public or separate school settings, and in a setting chosen by the student. As part of this practicum, a seminar is conducted on problems encountered, program development and implementation, parent participation, administrative issues, and community resources.

2232 *Structural and Legal Bases of the Ontario School System.* The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

3140 *Introduction to the Assessment of Children's Intellectual Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing intellectual and perceptual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized method of making observations. Clear and effective report writing is also emphasized.

3141 *Introduction to the Assessment of Children's Emotional Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing emotional functioning. The development of tests, what they measure, and their use and misuse are discussed. Clear and effective report writing is emphasized.

3142 *Practicum in Educational Programs and Counselling.* Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing, examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjunction with the practicum.

3250 *Principles of Child Management* (half course). An exploration of methods designed to encourage desirable behaviour in children and discourage undesirable behaviour. Principles of child management based on a social learning approach to behaviour will be discussed in relation to managing individual children, as well as children in groups. Self-control strategies will also be emphasized.

3251 *Seminar in Interviewing and Counselling* (half course). The purpose of this seminar is to cover a number of topics related to clinical training that are not contained under any single heading or described by any single textbook, e.g., the meaning and use of defence mechanisms, research on the efficiency of counselling, and the prediction of adult mental health status from childhood. Roughly half the topics to be covered are pre-determined, and the remainder are chosen by class interest and consensus.

3252 *Practicum in Interviewing and Counselling* (half course). This course is designed to help develop the ability to listen and respond with sensitivity and awareness. It serves as a laboratory in which techniques and skills are studied in the context of what makes a relationship therapeutic. Opportunity is given for increasing self-awareness.

3253 *Theories of Counselling.* Exploration of several theories of the counselling process. Gentle scepticism toward all will prevail. Efforts

will be made to understand and account for the utilization of components of various theories in different field practice settings.

3255 *Practicum in Assessment and Counselling.* Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 *Rorschach Analysis* (half course). Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to clinical diagnosis and estimating prognosis in psychotherapy. This course includes practical training in the writing of personality evaluations based on Rorschach responses.

78. Elective Courses

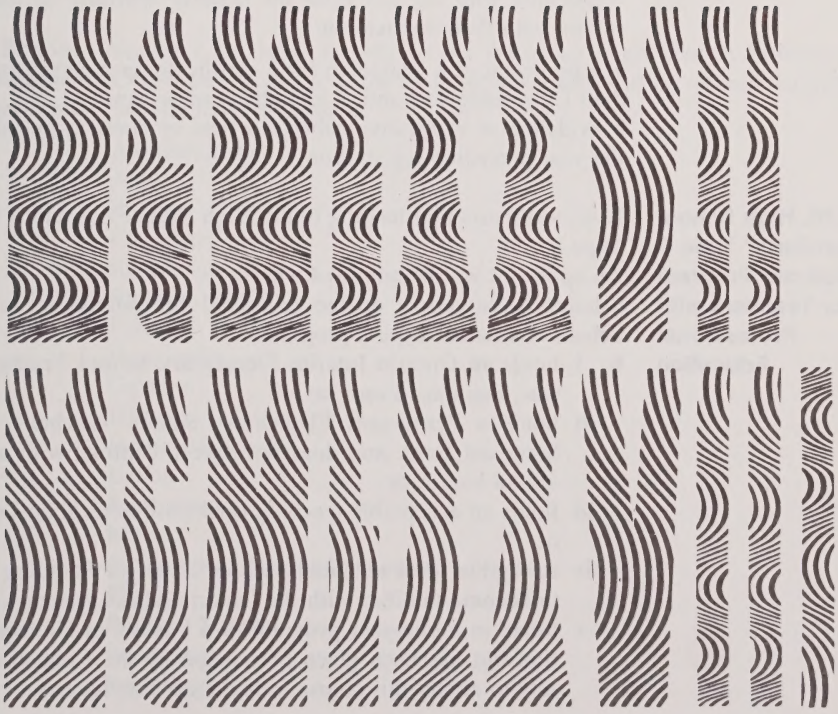
4060 *Seminar and Practicum in Infant Care.* This course covers recent research and theory on infancy with implications for infant care, while giving students an opportunity to develop competence in infant practicum settings within the limits of an eight-week placement. Knowledge of infant development will be used to assess programs in day care centres and homes. Mental health will be studied and assessed. Prerequisite: course 1004 or equivalent. *Students planning to take this course should arrange for one placement in an infant care setting in their first year of study.*

4061 *Seminar and Practicum in Infant Assessment.* Designed to provide students with some depth of knowledge of recent research and theory on infancy. Knowledge of infant behaviour is gained by limited participation in day care program. The recognition and diagnosis of developmental stages are emphasized, and use of a standard developmental test and the Flint Infant Security Test are learned. The basis of mental health is discussed, and ways of promoting learning and mental health in infants are explored. Prerequisite: course 1004 or equivalent.

4062 *Research Seminars and Practica.* An opportunity for students to participate in current staff research projects. These include social development, day care environments, semantic development, curriculum and other topics in early childhood education. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis.

4063 *Independent Study* (half course). Students may plan independent reading with members of staff.

4064 *Independent Research.* Students may plan independent research projects with members of staff.



For dates of individual programs, see Academic Calendar, Summer Session, 1977, p. 5.

79. Elementary School Teachers' Summer Program for Teachers with Professional Education

A six-week program leading to the Elementary School Teacher's Certificate, Standard Four.

An applicant will be admitted who holds:

a an acceptable university degree, and
b **i** a valid Ontario teaching certificate other than E.S.T. 4, or
ii an Ontario Letter of Standing having the force of a certificate other than E.S.T. 4, or
iii a certificate from outside Ontario lacking sufficient Foundations or Curriculum credits, and for whom attendance at this course will complete the necessary qualifications.

Applicants who do not hold an Ontario teaching certificate must submit with their application:

a a photostat of a Canadian birth certificate, or a certificate of Canadian Citizenship or Landed Immigrant status, and
b evidence of a negative tuberculin test or chest x-ray taken within the year preceding registration.

80. High School Assistants' Type B Summer Program for Teachers with Professional Education

A six-week program leading to the High School Assistant's Certificate Type B.

An applicant will be admitted who:

a holds a university degree approved for admission to the High School Assistants' Type B program;
b **i** holds an Ontario Interim Elementary School Teacher's Certificate, Standard Four; or
ii holds a Permanent Elementary School Teacher's Certificate Standard Four, and does not have a contract with a secondary school board; or
iii holds an acceptable teaching certificate other than **i** or **ii** above or
iv is eligible for a secondary school Letter of Standing but wishes to become familiar with the Ontario school system; or
v failed in a one-year program of a Faculty or College of Education but has been given permission by the Council of the Faculty to attend this course to make up a deficiency.

c submits evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration.
d submits a copy of a Canadian birth certificate, or a certificate of Canadian citizenship or Landed Immigrant status.

The program will consist of offerings from the following departments:

Educational Administration
Educational Psychology
History, Philosophy and Sociology of Education

and an appropriate pattern of two secondary school subjects from the following (See Section 16 for prerequisites):

Art
Computer Studies
Dramatic Arts
English
French
Geography
History
Mathematics
Physical and Health Education
Psychology and Sociology
Science

81. High School Assistants' Type A Seminars

Summer Seminars leading to the following High School Assistant's Certificates, Type A, alone or in combination, will be offered, subject to sufficient registration:

Anthropology
Art
Biology
Chemistry
Economics
English
French
Geography
German
History
Home Economics
Italian
Mathematics
Music
Physical and Health Education
Physics
Political Science
Psychology
Sociology

Admission Requirements

1 an Interim or Permanent Elementary School Teacher's Certificate, Standard Four, an Interim High School Assistant's Certificate, Type B, a Permanent High School Assistant's Certificate, an Interim Vocational Certificate, Type B, a Permanent Vocational Certificate, an Interim Occupational Certificate, Type B (Practical Subjects), or a Permanent Occupational Certificate (Practical Subjects).

2. the academic requirement as prescribed in the Ministry of Education Memorandum 1970–71:51. (Transcripts will be evaluated by the Office of Advanced Standing of the Faculty of Education.)

NOTE: If necessary to limit enrolment, preference will be given to candidates who hold permanent certificates.

Application for enrolment must be made to the Registrar, Faculty of Education, not later than May 1.

82. Business Education

Teachers who wish to enrol in any of the following Summer Sessions should write for application forms to the Principal, Business Education Summer Courses, Faculty of Education, and should submit the completed form not later than April 15.

Summer sessions leading to Part I, Part II and Specialist in Accountancy, Data Processing, Marketing, or Secretarial will be held at Central High School of Commerce, Toronto, for candidates who hold a High School Assistant's Certificate. Candidates who hold an Elementary School Teacher's Certificate, Standard Four, may attend the Intermediate courses.

Supplemental Examinations

A candidate who has failed to obtain standing in a Business Education subject at a previous session may try the supplemental examination. Applications must be made to the Chairman, Business Education Department, before March 1 in the year of writing.

83. Counsellor Education

A four-part program leads to the Specialist Certificate in Guidance. Each part will be offered in a five-week summer session.

Admission Requirements

PART I

a a certificate qualifying the candidate to teach in an elementary or secondary school in Ontario;

b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

PART II

Part I of the Counsellor Education Program.

PART III

a Part II of the Counsellor Education Program;
b evidence, certified by a supervisory officer, of one year's successful teaching experience in Ontario, including at least 180 hours of successful guidance and counselling; or a letter from a supervisory officer attesting to the candidate's suitability for further training in counsellor education following completion of Part II of the Counsellor Education Program.

PART IV

Part III of the Counsellor Education Program.

Advanced Standing

Exemption from one or more courses leading to an advanced certificate may be requested upon submission of:
a transcripts of graduate courses in guidance and/or counselling;
b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Admission

Completed application forms must be returned, with necessary documents, not later than April 15, to the Principal, Summer Courses in Counsellor Education.

PROFESSIONAL DEVELOPMENT

Counsellors, administrators and others who hold an Ontario Specialist Certificate in Guidance, or its equivalent, are encouraged to return for further course work in order to maintain their skills at optimum level. The Counsellor Education Department is prepared to create special timetables for those who wish to update their professional skills. Further information on the courses is available from the Principal.

. Dramatic Arts

Three six-week summer sessions lead to the Specialist Certificate in Dramatic Arts. The first and second sessions lead to letters of success indicating successful completion of Parts I and II of the program. The third session leads to the Specialist Certificate in Dramatic Arts. Each course will be offered at either the Foundation or Advanced level, or at both levels. Normally, candidates are free to select any three courses for credit toward the Specialist Certificate. Details and application forms may be obtained from the Principal, Summer School Program, Dramatic Arts Department. Applications must be submitted not later than May 10.

85. Home Economics

The following courses will be offered in the summer of 1977 and alternate years thereafter, when there are enough qualified applicants. Applications must be submitted to the Principal, Home Economics Summer Courses, not later than May 1 in the year of enrolment.

9110 *Home Economics.* A six-week course leading to the Intermediate Certificate in Home Economics. Admission requirements are an Elementary School Teacher's Certificate, Standard Four, or a High School Assistant's Certificate; and evidence of successful completion of five approved university courses in home economics with a standing not lower than 60% or C, whichever is higher.

2140 *Home Economics.* Type A Seminar leading to the High School Assistant's Certificate Type A in Home Economics.

NOTE: Enrolment in either of the above courses as a refresher may be arranged on request for holders of Ontario teaching certificates in home economics.

86. Physical and Health Education

INTERMEDIATE SUMMER SESSIONS (Secondary School Teachers)

9160 *Intermediate Part I*
9170 *Intermediate Part II*
The program leading to an Intermediate Certificate in Physical and Health Education consists of two six-week sessions (*Intermediate, Parts I* and *II*). Applicants for admission must hold a High School Assistant's Certificate.

SPECIALIST SUMMER SESSION (Secondary School Teachers)

9180 *Specialist*
Applicants for admission must hold a High School Assistant's Certificate and an Intermediate Certificate in Physical and Health Education, and have taught for a period of at least one year in a secondary school in Ontario, or in grade 9 or 10 of an elementary school or a separate school in Ontario, or hold a High School Assistant's Certificate and a Supervisor's Certificate in Physical and Health Education.

Applications
Application forms may be obtained from the Chairman of Physical and Health Education (978-3205). Completed application forms must be returned not later than April 15.

SUMMER COURSES FOR ELEMENTARY SCHOOL TEACHERS

The following courses leading to the appropriate Ministry of Education certificates will be offered:

9120 *Elementary, Type B.* Admission requirement: a certificate or Letter of Standing qualifying the applicant to teach in an elementary school in Ontario.

9130 *Intermediate, Type B, Part I.* Admission requirement: completion of the Elementary, Type B course or its equivalent.

9140 *Intermediate, Type B, Part II.* Admission requirement: completion of Part I of the Intermediate, Type B, course.

9150 *Supervisor's Course.* Admission requirement: an Intermediate Certificate in Physical and Health Education, Type B, and at least four years' approved teaching experience.
Further information and application forms may be obtained from the Chairman, Physical and Health Education Department. Applications must be submitted not later than May 15.

Medical Certificates

Applicants are required to forward by June 15 a medical certificate from their own physician, indicating physical fitness to take a summer session in Physical and Health Education. Applications will not be finally accepted until this condition has been fulfilled.

87. Vocational nd Occupational

NOTE: Applications for any Vocational or Occupational Summer Session must be received not later than May 9 by the Chairman, Technical and Industrial Arts Department.

VOCATIONAL/OCCUPATIONAL (PRACTICAL SUBJECTS), TYPE B, SUMMER PROGRAM FOR TEACHERS WITH PROFESSIONAL EDUCATION

Courses leading to the Vocational or Occupational Certificate (Practical Subjects), Type B, will be offered for holders of a High School Assistant's Certificate (or of equivalent qualifications meeting Ministry of Education requirements for Vocational Certification) who have an assignment to teach a vocational-technical course.

The program consists of three parts:

PART I—TEACHING SUBJECTS

All candidates will take selected topics from the courses:
Principles and Methods of Teaching Vocational and Occupational Subjects 1010
Teaching a Related Subject in Vocational and Occupational Education 1030

PART II—EDUCATIONAL THEORY

Structural and Legal Bases of the Ontario School System 6010
Curriculum Development for Vocational and Occupational Education 3030

PART III—TECHNICAL PROFICENCY EXAMINATIONS

Each candidate shall be required to pass written and practical examinations to test skills attained in the subject concerned. The examinations shall be on the fundamental principles, operations, processes, and skills of the subject.

SUPPLEMENTARY VOCATIONAL SCHOOL TEACHER'S CERTIFICATE

A summer program will be offered in a number of subject areas leading to the Supplementary Vocational School Teacher's Certificate (subject named), valid for not more than one-half of a teacher's full-time teaching schedule at the intermediate level of a secondary school.

Admission Requirement

An Interim or Permanent Vocational Certificate, Type B, in the same technological cluster as that of the subject for which application is being made. An applicant whose certificates do not meet this criterion may also be admitted if sufficient background can be proven in the second subject area. Further details are available from the Chairman, Technical and Industrial Arts Department.

The program has three components:

1 a 125-hour course in the theory and practical applications of the vocational subject.
2 a 25-hour course, "Constructing an Innovative Program," to develop competence in designing course modules or complete programs based on transfer and integration of new knowledge.
3 Technical Proficiency Examinations: written and practical examinations in the subject area as arranged by the Coordinator, Technical Proficiency Evaluation. Examinations will be held at the end of the program and will be based on the fundamental principles, operations, and skills of the subject at the intermediate level.

VOCATIONAL CERTIFICATE, TYPE A

A five-week program will be offered, leading to the Vocational Certificate, Type A.

Admission Requirements

a a Permanent Vocational Certificate, Type B;
b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.
The completing session will be open to a candidate who:
obtains standing in the initial session; or holds an approved four-year degree in applied science (B.SC., or B.A.SC), architecture (B.ARCH.) or nursing (B.SC.N.), and an Interim Vocational Certificate, Type B, and who submits a statement from the supervisory officer concerned that he or she has taught satisfactorily for a minimum of one year.

NOTE: A candidate in the latter category will take a special program.

Program of Studies

A candidate will complete six courses consisting of four Professional Development courses and two Technological or equivalent courses.

OCCUPATIONAL CERTIFICATE; TYPE A (PRACTICAL SUBJECTS)

The initial and completing summer sessions leading to the Occupational Certificate, Type A (Practical Subjects).

Admission Requirements

a a Permanent Occupational Certificate, Type B (Practical Subjects);
b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching, and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.
The completing course will be open to a candidate who obtains standing in the initial session.

Industrial Arts, Specialist Certificate

A three-summer program leading to the Specialist Industrial Arts Certificate.

Admission Requirements

a an Intermediate Industrial Arts Certificate with an average of B standing in the Intermediate Industrial Arts program;
b one year's successful teaching of industrial arts subsequent to obtaining the Intermediate Certificate as confirmed by the supervisory officer concerned;
c six grade 13 credits (one of which must be English or français), or equivalent, as approved by the Faculty.

Program of Studies

Four of the Professional Development courses, and four of the Technological courses listed in Section 89.

89. Courses, Vocational and Occupational Type A and Industrial Arts, Specialist

Successful completion of an approved selection of courses from the Professional Development and Technological lists given below will lead to recommendation for the appropriate certificate: Vocational Type A, Occupational Type A (Practical Subjects), or Industrial Arts Specialist.

NOTE:
a Candidates for the Vocational Certificate, Type A, must select courses identified by "a" after the course number: four from the Professional Development list, and two from the Technological list.
b Candidates for the Occupational Certificate, Type A (Practical Subjects), must obtain standing in all of the Professional Development

courses identified by "b" after the course number. Three other selections must be made from the remaining Professional Development courses, excluding 1315, 1317, 2314, and 2326.

c Candidates for the Industrial Arts Specialist Certificate, must select courses identified by "c" after the course number: four from the Professional Development list and four from the Technological list.

PROFESSIONAL DEVELOPMENT COURSES

Administration 2311 a, c
Comparative Education 2313 a, c
Creative Problem Solving 2314 c
Constructing an Innovative Program (Subject Named) 1315
Curriculum Development 2317 a, c
Introduction to Special Education 1317
Mental Health and Hygiene 2321 b
Philosophy of Education 2323 a, c
Problems in Special Education 2325 b
Research Techniques 2326 c
Society and the School 2327 b
Special Education I 2329 a, b, c
Special Education II 2331 a
Supervision 2333 a, c
Test Construction and Educational Measurement 2335 a, c

TECHNOLOGICAL COURSES

Automotive Technology I 2101 a, c
Automotive Technology II 2103 a, c
Architectural Drawing I 2105 a, c
Architectural Drawing II 2107 a, c
Electrical Technology I 2109 a, c
Electrical Technology II 2111 a, c
Electronics Technology 2102 c
Fluid Power 2104 c
Food Services I 2113 a
Food Services II 2115 a
Machine Technology I 2117 a, c
Machine Technology II 2119 a, c
Mechanical Drawing I 2121 a, c
Mechanical Drawing II 2123 a, c
Photography 2106 a, c
Plastics Technology I 2108 c
Plastics Technology II 2110 c
Recreational Crafts 2112 c
Sewing and Dressmaking I 2125 a
Sewing and Dressmaking II 2127 a
Vocational Art I 2129 a, c
Vocational Art II 2131, a. c

Welding Technology I 2133 a, c
Welding Technology II 2135, a. c
Wood Technology I 2137, a, c
Wood Technology II 2139, a, c

Industrial Arts Elementary Certificate

Part I and Part II of the two-summer program leading to the Elementary Certificate in Industrial Arts.

Admission Requirements

1 a certificate or a Letter of Standing qualifying the applicant to teach in an elementary or secondary school in Ontario.
2 successful completion of Part I admits to Part II.

NOTE:
A candidate admitted on a Letter of Standing may not be issued a Certificate until he holds a basic Ontario teaching certificate.

Program:

PART I
Design Technology I 1112
Design Environment I 1116
Fabrication and Production I 1120
Material Science I 1124
Curriculum Development I 1312
Philosophy I 1316

PART II
Design Technology II 1114
Design Environment II 1118
Fabrication and Production II 1122
Material Science II 1126
Curriculum Development II 1314
Philosophy II 1318

91. Details of courses

1112 *Design Technology I*
Electricity: introduction to sources, characteristics, measurement, and control of electricity; methodology and teaching techniques. Lecture and laboratory.
Mechanics: an introduction to the sources, transfer, and control of power; methodology and teaching techniques. Lecture and laboratory.

1114 *Design Technology II*
Electricity: application of electrical principles in home, school, and industry; methodology and teaching techniques. Lecture and laboratory.
Mechanics: application of mechanical principles through problem solving; methodology and teaching techniques. Lecture and laboratory.

1116 *Design Environment I*
Design foundation: structural basis of form—line, plane, mass; meth
odology and teaching techniques. Lecture and laboratory.
Communication: descriptive drawing, sketching, and photography as
means of observation; recording and communication of individu
perceptions; methodology and teaching techniques. Lecture and lab
ratory.

1118 *Design Environment II*
Design foundation: application of the elements of structure—lin
sheet, solids, modules; methodology and teaching techniques. Lectu
and laboratory.
Communication: further development of principles of communicatio
through drawing and presentation, technical drawing, and photogr
phy; methodology and teaching techniques. Lecture and laboratory.

1120 *Fabrication and Production I*
The development of basic skills in the use of hand tools and machin
for the elementary grade levels utilizing natural and synthetic mate
als; methodology and teaching techniques. Lecture and laboratory.

1122 *Fabrication and Production II*
Further development of basic skills in the use of hand tools a
machines for the elementary grade levels through a problem-solvi
approach; methodology and teaching techniques. Lecture and labor
tory.

1124 *Material Science I*
The study of the structure and properties of natural and synthe
materials. Methodology and teaching techniques. Lecture and labor
tory.

1126 *Material Science II*
Further study of the structure and properties of natural and synthe
materials. Methodology and teaching techniques. Lecture and labo
tory.

1312 *Curriculum Development I*
Investigation, interpretation, and implementation of current industr
arts programs for the elementary level. Lecture and assignment.

1314 *Curriculum Development II*
A study of the factors involved in the development of an appropri
elementary industrial arts program. Lecture and assignment.

1316 *Philosophy I*
Part I of a study of contemporary aims, problems and practices
industrial arts education at the elementary level. Lecture and semin

1318 *Philosophy II*
Part II of a study of contemporary aims, problems and practices in industrial arts education at the elementary level. Lecture and seminar.

1320 *Administration I*
Principles of classroom management relating to records, equipment, supplies, housekeeping, and safety. Lecture and seminar.

1322 *Administration II*
Examination of administrative problems relating to management of budget, equipment, supplies, and records. Lecture and seminar.

Occupational Trades

If there are enough applicants, a six-week program leading to the Occupational Certificate, Type B (Practical Subjects) will be offered in the following subjects:

Automotive Technology I 2101
Automotive Technology II 2103
Food Services I 2113
Food Services II 2115
Machine Technology I 2117
Machine Technology II 2119
Sewing and Dressmaking I 2125
Sewing and Dressmaking II 2127
Welding Technology I 2133
Welding Technology II 2135
Wood Technology I 2137
Wood Technology II 2139

Admission Requirements
Applicants must meet the general admission requirements, and in addition have:
a an Elementary School Teacher's or High School Assistant's Certificate, and three years of related industrial experience, or
b an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Home Economics Certificate; or
c an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Industrial Arts Certificate; or
d a Commercial-Vocational Certificate, Type B; or
e a Vocational Certificate, Type B; or
f standing in all professional courses leading to a Vocational Certificate, Type B, and an acceptable grade on the Technical Proficiency examinations, and approved practical experience in two occupational or service trade areas from the approved list;
and
g a contract to teach Occupational (Practical Subjects) for the following school year.

Before candidates in this program may be recommended for certifica tion, they must:

i pass two Technical Proficiency examinations following the fina summer program; and

ii obtain standing in course 1317, *Introduction to Special Education.*

NOTE: Candidates who do not have the necessary work experience wi be required to attend Part II of the program to complete a secon practical subject. To Part II may be admitted candidates who hav completed Part I.

93. Attendance at Summer Sessions

Owing to the compact nature of the Summer Sessions, absenteeisı cannot be tolerated except for reasons of health and then only for maximum of five days supported by a medical doctor's statemen This regulation applies to all candidates attending all Summer Se sions.

Officers of the University
1976-77

Chancellor	Eva W. Mader Macdonald, M.D., C.M., D.P.H.
President	J. R. Evans, M.D., D.PHIL., F.R.C.P.(C)
Special Assistant to the President	J. H. Sword, M.A., LL.D.
Chairman of the Governing Council	M. Paikin, B.A.
Vice-President and Provost	D. C. Chant, M.A., PH.D., F.R.E.S., F.R.S.C., F.E.S.C., LL.D.
Vice-Provost	K. J. Dorrington, D.SC., PH.D.,
Vice-Provost	M. Israel, B.S., M.A., PH.D.
Vice-Provost	R. Ross, M.B.E., M.A.
Vice-President Research and Planning	G. E. Connell, B.A., PH.D.
Assistant Vice-President	G. P. Hiebert, B.COM., C.A.
Vice-President Business Affairs	A. G. Rankin, B.COM., F.C.A.
Vice-President Internal Affairs	F. Iacobucci, B.COM., LL.B., DIP.INT.LAW
University Ombudsman	E. A. McKee, M.A.
Chief Librarian	R. Blackburn, M.A., B.L.S., M.S., LL.D.
Secretary of the Governing Council	D. S. Claringbold
Director of Admissions	W. Kent, M.A.
Director of Student Awards	P. S. Phillips, B.A., C.A.
Director of Student Record Services	J. C. Wilson, B.A.SC., M.SC., PH.D.
Warden of Hart House	J. G. Lengellé, M.A., PH.D.
dinator of Campus Services	H. L. Reimer, B.A., B.PAED.
Director of the Advisory Bureau	D. J. McCulloch, B.A., M.D., D.PSYCH., F.R.C.P.(C)

Director of Athletics	A. J. Fraser, B.SC. (PE), M.A.
Director of Career Counselling and Placement Centre	R. Frankle, B.A.
Director of University Health Service	G. E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.
Director of Housing Service	S. Mason, B.A.
Director of International Student Centre	E. Paterson, B.A.

Index

4 Academic Calendar, One-Year Program
5 Academic Calendar, Summer Session, 1977
16 Academic Records
Academic Standing (See Conditions for Final Standing)
Admission Requirements
34 Business Education, Specialist
30 High School Assistants' Program, Type A
22 High School Assistants' Program, Type B
66 Industrial Arts
74 Institute of Child Study
60 Vocational and Occupational
17 Appeals
32 Art Education
16 Attendance Requirement
71 Awards
22, 59, 63 Bachelor of Education Degree, One-Year Program
57 Bachelor of Education Degree Program (Woodsworth College)
71 Bryan Memorial Prize
72 Bursaries for Second-Language Teachers, Summer Session
33 Business Education
1 Campus Map
20 Canada Student Loans Plan
Certificates, Teaching
Additional Certificates (See under Art, Business Education, Counsellor Education, Dramatic Arts, Home Economics, Industrial Arts, Modern and Classical Languages, Music, Physical and Health Education or School Librarianship)
29 Elementary School Teacher's, Standard Four
30 High School Assistant's, Type A
22 High School Assistant's, Type B
66 Industrial Arts
60 Occupational, Type A
59 Occupational, Type B
76 Primary School Specialist's
59 Vocational, Type A
59 Vocational, Type B
17, 59 Certification
77, 81 Child Assessment and Counselling
16 Communication Test for Teaching in the English Language

26 Complementary Studies (See also under Departments)
35 Computer Studies
27, 69, 76 Conditions for Final Standing
36 Counsellor Education
75 Diploma, Child Study
59 Diploma in Technical Education
36 Dramatic Arts
76, 79 Early Childhood Education
37 Economics
37 Educational Administration
38 Educational Media
39 Educational Psychology
25, 64 Educational Theory Courses (See also under Departments)
29 Elementary Education
40 English
16 Examinations
16 Facility in English
18 Fees
20 Financial Assistance
23 Foreign Students
50 French
42 Geography
43 Geology
50 German
51 Greek
Guidance (See Counsellor Education)
16 Guidance Centre
15 Health Centre, Faculty of Education
6 Historical Note
44 History
45 History, Philosophy and Sociology of Education
47 Home Economics
47 Industrial Arts, High School Assistants' Program
66 Industrial Arts, Programs and Certificates
74 Institute of Child Study
17, 60 Interim and Permanent Certificates
72 International Business Machines Scholarship
50 Italian
16 Language Regulations for Applicants
51 Latin
15 Library, Faculty of Education
16 Marks, Checking of
49 Mathematics Education
17 Ministry of Education Regulations
50 Modern and Classical Languages
52 Music
59 Occupational Programs and Certificates

95 Occupational Trades
97 Officers of the University
Ontario Secondary School Teaching Certificates (See Certificates)
20 Ontario Student Assistant Program (OSAP)
53 Outdoor Education
71 Pakenham Fellowship in Education
71 Pakenham Memorial Prize
72 Parmenter Memorial Award
57 Part-time Study
69 Performance Test, Industrial Arts
22, 59 Permanent Certificates
52 Physical and Health Education
54 Political Science
Practice Teaching (See Professional Practice)
23 Pre-session Observation Period
Professional Practice
4, 25 High School Assistants' Program
62 Industrial Arts
62 Vocational and Occupational
Programs, One-Year
30 High School Assistants', Type A
22 High School Assistants', Type B and B.ED. degree
66 Industrial Arts
59 Vocational or Occupational
54 Psychology and Sociology
32 Required Course
17 Results Withheld
71 Scholarships and Prizes
54 School Librarianship
55 Science Education
50 Spanish
56 Special Education
15 Speech Service
Spring Programs
67 Industrial Arts
61 Vocational or Occupational
8 Staff, Faculty of Education
13 Staff, University of Toronto Schools
15 Student Governments of the Faculty
Summer Session
5 Academic Calendar
96 Attendance Requirement
86 Business Education
86 Counsellor Education
87 Dramatic Arts
84 Elementary School Teachers', Standard Four for Teachers with Professional Education

18 Fees
84 High School Assistants', Type B, for Teachers with Professional Education
85 High School Assistants', Type A Seminars
87 Home Economics
93 Industrial Arts, Elementary Certificate
91 Industrial Arts, Specialist Certificate
88 Physical and Health Education
95 Occupational Trades
89 91 Vocational and Occupational
28, 69 Supplemental Privileges
19 Supplemental Examination Fees
24, 62, 67 Teaching Subjects
59, 69 Technical and Industrial Arts Programs and Certificates
69 Technical Proficiency Examinations
17 Transcripts
30 Type A (See also under Departments)
16 University of Toronto Schools
59, 69 Vocational and Occupational Programs and Certificates
57 Woodsworth College

Faculty of Education University of Toronto Calendar 1978-79

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Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
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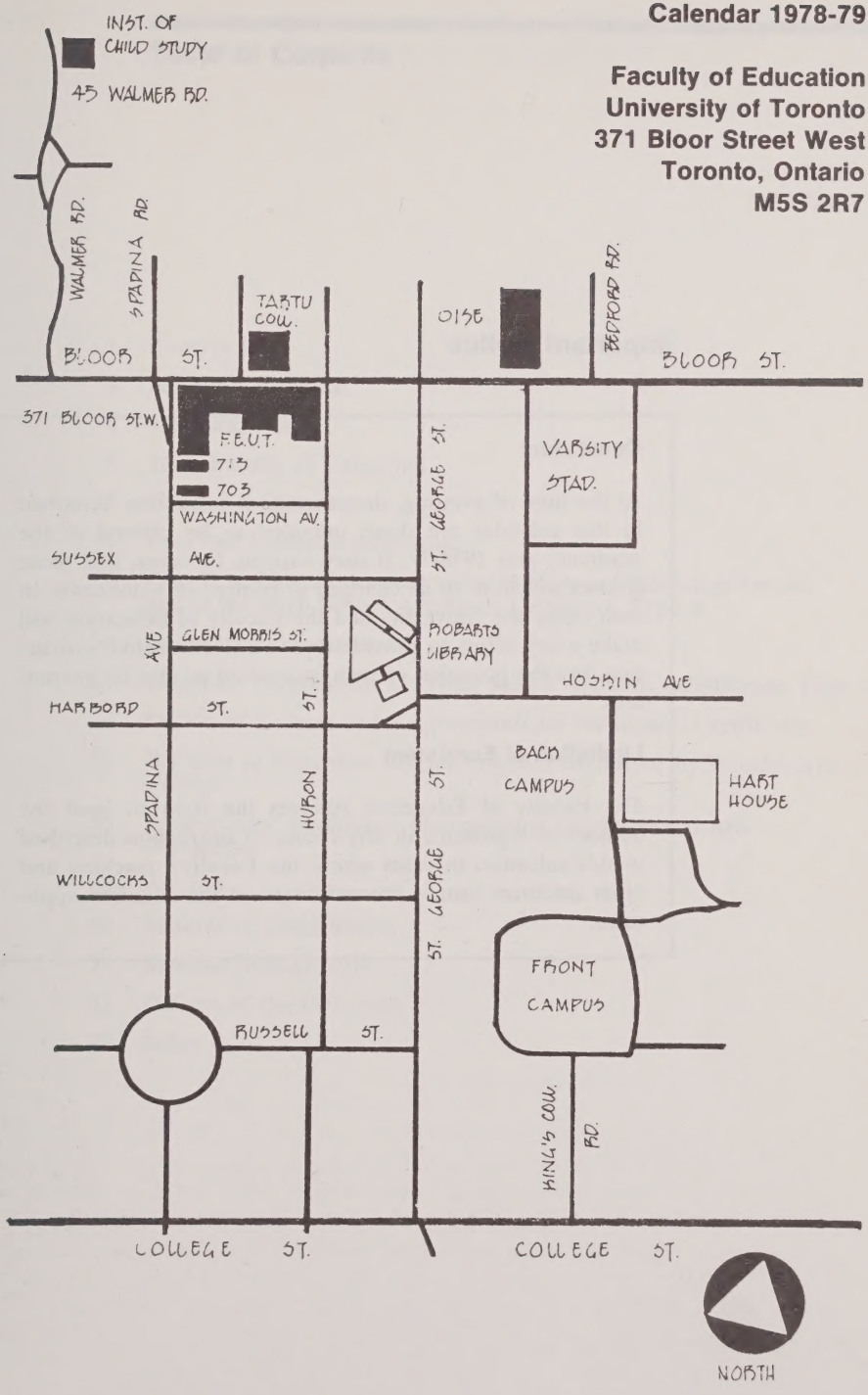

Important Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1978-79. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Table of Contents

1 Campus Map

4 Academic Calendar

6 Histroical Note

8 Staff, Faculty of Education

15 General Information

19 Fees and Financial Assistance

24 One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate, Type B

30 Elementary Education

31 One-Year Program for the High School Assistant's Certificate, Type A

33 Details of Courses and Requirements for Additional Certificates

53 Bachelor of Education Degree Program conducted by Woodsworth College

55 Programs for Vocational, Occupational and Industrial Arts Certificates

66 Awards

69 Institute of Child Study

79 Summer Session, 1978

92 Officers of the University

93 Index

Academic Calendar, 1978-79

Fall Term, 1978

September 6-8	Registration
September 7, 8	Registration, Institute of Child Study
September 11	Classes begin
September 26	Last date for course changes
October 9	Thanksgiving Day
December 15	Classes end

Spring Term, 1979

January 3	Classes resume
January 12	Last date for receiving second instalment of fees
February 26-March 2	Reading Week
April 12	Institute of Child Study course work must be completed; field practice may be arranged or required during May
April 13	Good Friday
April 18	Classes end
April 24-27	Final examinations
April 30	Spring Program, Vocational and Occupational, begins
April 30	Spring Program, Intermediate Industrial Arts, begins
June 21	Last date for accepting applications for August supplemental written examinations

Practice Teaching

Normally there are ten weeks of practice teaching during the academic year. Series I (Fall Series) usually consists of four consecutive weeks beginning around the end of October; Series II (Winter Series) usually consists of two weeks in January and two weeks in February; and Series III (Spring Series) usually consists of two weeks beginning around the first of April. Exact dates for each series will be announced at the beginning of the fall term.

Academic Calendar, Summer Session, 1978

July 4 to August 4	Business Education: Intermediate Accountancy, Data Processing, Marketing, and Secretarial, Parts I, II, and Specialist
July 4 to August 4	Counsellor Education: Parts I, II, III, IV
July 4 to August 11	Dramatic Arts: Parts I, II, and Specialist
July 4 to July 28	Elementary School Teachers' Summer Program for Teachers with Professional Education
July 4 to August 11	High School Assistants' Summer Program for Teachers with Professional Education
July 4 to August 11	High School Assistants' Type A Seminars
July 4 to August 11	Industrial Arts: Elementary, Parts I and II
July 4 to August 4	Industrial Arts: Specialist, Parts I, II, and III
July 4 to August 4	Multiculturalism in Education: Parts I and II
July 4 to August 4	Occupational, Type B (Practical Subjects), Trades Program: Parts I and II
July 4 to August 4	Occupational, Type A (Practical Subjects): Parts I and II
July 4 to August 11	Physical and Health Education: Intermediate Parts I and II, and Specialist
July 4 to August 4	Physical and Health Education for Elementary School Teachers: Elementary, Intermediate Parts I and II, and Supervisor's
July 4 to July 28	Reading: Part I
July 4 to August 11	School Librarianship: Parts I and II
July 4 to August 4	Special Education: Parts I and II
July 4 to August 4	Teaching English as a Second Language: Parts I and II
July 4 to August 11	Vocational, Type B, for candidates with approved professional training
July 4 to August 4	Vocational, Type A: Parts I and II
July 4 to August 4	Vocational, Type A: Special one-summer program for holders of Applied Science degrees
July 4 to August 4	Vocational Supplementary Program

Historical Note

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of "educated gentlemen" found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial School of Pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in Pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a practice school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty of Education at Queen's was discontinued and the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, The University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the Departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto*. Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto*.

Faculty of Education Staff 1976-77

Administration

Dean	J. C. Ricker, M.A.
Associate Dean	W. G. London, B.A., ED.M.
Registrar	J. S. Carlisle, B.A., B.PAED.
Admissions and Universities Liaison Officer	G. A. Whyte, B.A., B.J.
Administrative Assistant to the Dean	G. Mitchell, B.A.

Art Education

Professor Emeritus	P. H. Taçon, B.PAED., M.A.
Associate Professor	J.A.M. Emerson, M.A.
Associate Professor	M. J. McCarthy, PH.D.

Business Education

Associate Professor	B. E. Conchie, B.A.
Professor	G. A. Reid, B.COM., B.ED., M.A., F.C.C.T.
Associate Professor	R. B. Wilson, B.COM., M.S.T.

Computer Studies

Professor	L. J. La Fave, B.ED., M.B.A.
Associate Professor	D. W. Garth, B.COM.
Assistant Professor	G. D. Milbrandt, B.S.ED., M.ED.

Continuing Education and Graduate Studies

Professor	J. W. Greig, B.A., M.ED., ED.D.

Counsellor Education

Associate Professor	P. A. Manuel, B.A., M.ED.
Professor	C. L. Bedal, B.A., M.ED.
Associate Professor	B. R. Eardley, B.S., M.ED.

Dramatic Arts

Assistant Professor	D. W. Booth, B.A.
Assistant Professor	C. J. Lundy, B.A.
Lecturer	J. M. Saxton, B.A.

Educational Administration

Associate Professor	J. D. Wood, M.A., PH.D., A.R.C.T.
Professor	V. K. Gilbert, B.SC., M.ED.
Associate Professor	R. A. Martin, B.A.SC., M.ED., PH.D.
Associate Professor	A. T. Sheehan, M.ED., PH.D.
Assistant Professor	B. C. Stewart, B.A., M.ED. (Cross-Appointment, School of Continuing Studies)
Instructor	G. A. Noble, B.A., B.PAED.

Educational Media

Professor	D. A. Clee, B.A., M.SC., F.R.G.S.

Educational Psychology

Professor Emeritus	H. O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
Professor	S. L. Kong, B.A., M.ED., PH.D.
Professor	R. W. Dent, M.A., PH.D.
Professor	J. F. Flowers, ED.D. (Cross-Appointment, School of Physical & Health Education)
Associate Professor	C. C. Brodeur, M.A., M.A. (PHIL.), PH.D.
Associate Professor	C. Tan-Willman, B.S.E., M.A., PH.D.
Assistant Professor	A. B. Durell, M.A., PH.D.
Assistant Professor	K. Mock, PH.D.
Assistant Professor	D. S. J. Shackel, M.A., PH.D.
Assistant Professor	B. K. Wasilewski, C.D., M.A., PH.D.

Elementary Education

Professor Emeritus	G. E. Tait, B.A., B.PAED., ED.D.
Assistant Professor	G. W. Hunt, B.A., M.ED.
Associate Professor	J. W. Fair, B.A., B.P.E., M.ED., PH.D.

English

Professor	J. W. MacDonald, M.A., ED.D.
Professor	J. Aitken, M.A., PH.D.
Professor	A. C. Coman, M.A. (Edin.), M.A.
Professor	R. J. McMaster, B.A., B.ED.
Professor	J. H. Stevens, M.A.

Associate Professor	A. A. Bowers, B.A., M.ED.
Associate Professor	J. Laird, B.A.
Associate Professor	R. T. Shephard, B.A.
Associate Professor	K. J. Weber, B.A., M.SC. (ED)

Geography

Professor	U. Elliott, M.A., B.ED.
Professor	W. E. Sager, C.D., B.A., F.A.G.S.
Associate Professor	R. Rees, B.SC., M.ED.

Guidance Centre

Manager	S. J. Totton, B.A.

History, Economics, Political Science, Psychology and Sociology

Professor	G. Smith, M.A.
Associate Professor	R. W. P. Bowles, B.A.
Associate Professor	L. R. Hill, M.A.
Associate Professor	J. D. Thexton, M.A., PH.D.
Tutor	G. Regan, PH.D.

History, Philosophy and Sociology of Education

Professor Emeritus	J. M. Paton, M.A., D.PAED., F.C.C.T.
Professor Emeritus	A. F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
Associate Professor	L. J. Stott, B.ED., PH.D.
Professor	G. W. Bancroft, B.A., M.ED., PH.D.
Professor	G. H. Boyes, M.A.
Associate Professor	K. A. McLeod, B.A., M.ED., PH.D.
Assistant Professor	T. W. Goodenough, M.A.
Assistant Professor	S. T. Rusak, B.A., M.ED., PH.D.

Home Economics

Associate Professor	A. M. Warner, B.A., M.S.
Associate Professor	H. A. Yeager, B.H.SC., M.ED.

Institute of Child Study

Director	M. F. Grapko, M.A., PH.D.
Associate Professor	A. J. Biemiller, M.S., PH.D.
Associate Professor	B. Flint, DIP.C.S., M.A.
Associate Professor	R. J. Volpe M.A., PH.D.
Assistant Professor	J. P. Klein, M.A., PH.D.
Assistant Professor	D. Levinson, M.A., PH.D.
Assistant Professor	R. Pike, B.S.W., M.A., PH.D.

Assistant Professor	A. Schermann, M.SC.
Lecturer	E. Hamilton, DIP.C.S.
Lecturer	M. A. Penner, B.A., DIP.C.S.
Assistant Professor (part-time)	D. M. Graham, M.A., PH.D.
Special Lecturer (part-time)	R. G. N. Laidlaw, M.A., PH.D.
Lecturer (part-time)	P. Karal, M.A.

Library

Chief Librarian	M. C. Shortt, M.A., M.L.S.
Librarian	J. M. Clement, B.A., M.L.S.
Librarian	D. C. George, B.A., B.L.S.
Librarian	S. Kaszuba, B.A., M.L.S.
Librarian	N. D. Young, B.A., B.L.S.

Mathematics Education

Professor Emeritus	W. B. MacLean, M.A.
Professor	D. W. Alexander, B.A., M.SC., ED.D.
Professor	H. L. Ridge, B.SC., M.A., PH.D.
Associate Professor	F. Ebos, M.SC.
Associate Professor	D. L. Fraser, B.SC., B.ED., M.A.
Assistant Professor	S. K. Harburn, B.SC.

Modern and Classical Languages

Associate Professor	R. R. A. Roy, B.PHIL., M.A.
Professor	R. J. Jones, B.A., MUS.BAC., A.R.C.T.
Associate Professor	H. Hainsworth, M.A.
Associate Professor	E. F. James, M.A., D.DE 111EME CYCLE
Associate Professor	C. R. Theodore, M.A.

Music

Professor	N. Kuzmich, MUS.BAC., M.A.

Physical and Health Education

Professor	J. R. Life, B.P.H.E., M.ED.
Professor	J. M. Stirling, B.A., DIP.P.H.E.
Associate Professor	F. J. M. Collard, B.P.H.E., B.A., M.SC.
Associate Professor	D. F. Fawcett, B.P.H.E., M.A.
Associate Professor	R. C. Goode, B.P.H.E., M.A., D.PHIL. (Cross-Appointment, Faculty of Medicine)
Associate Professor	P. B. Robertson, B.P.H.E., B.A., M.ED.
Assistant Professor	M. A. Millar, B.A., B.P.E.

Practice Teaching

Professor	R. P. Baine, M.A.
Professor	R. Cairns, B.A.

School Librarianship

Associate Professor	R. J. Smith, B.A., M.L.S.
Assistant Professor	F. Blostein, B.A., B.L.S.

Science Education

Professor	H. M. Lang, B.A., M.ED.
Professor	W. A. Andrews, M.SC., B.ED.
Associate Professor	D. I. Galbraith, B.SC., M.ED.
Associate Professor	T. J. E. Wolfe, B.S.A., M.ED.
Assistant Professor	J. F. Eix, B.SC., M.ED.

Speech Consultant

Senior Tutor	E. Crampton

Technical and Industrial Arts

Associate Professor	D. J. Long, B.A., B.ED.
Professor	T. H. G. Luther, B.ED., M.A.
Associate Professor	R. G. Burfield, B.A., B.ED.
Associate Professor	E. P. Emerson, B.A., M.ED.
Associate Professor	A. Gaydos, B.A., M.ED., PH.D.
Associate Professor	W. S. Sloan, B.A., A.O.C.A.
Associate Professor	R. Sramek, B.A., M.A.E.
Associate Professor	C. H. Wall, B.A., B.ED., M.A., PH.D.
Associate Professor	R. W. Wilson, B.SC., M.SC., M.I.E.E.
Assistant Professor	I. T. Malloch, B.A., M.S.ED.
Assistant Professor	H. J. Taylor, B.A., B.ED., M.S.ED.
Senior Tutor	P. J. Briggs
Senior Tutor	J. G. A. Jameson
Coordinator, Technical Proficiency Evaluation	W. J. Watson, B.A., B.ED., M.SC.

University of Toronto Schools

Principal	H. D. Gutteridge, M.A.
Assistant Principal	N. D. Fox, B.COM.
	O. G. Barrett, B.P.H.E., B.ED.
	T. J. Boucher, B.A., M.S.L.S.
	D. F. Boutros, B.A.
	S. H. Bull, M.A.

M. U. Collier, M.A., B.ED.
D. T. Dingle, B.SC., B.D.
L. S. Duckworth, B.A., B.ED.
J. A. Fautley, MUS.BAC., B.ED.
G. A. Fleming, B.A., M.ED.
P. F. L. Gallant, M.A.
M. P. Gendron, M.A.
Y. E. Lacey, B.A.
D. J. Laurenson, B.SC., M.MATH.
B. LeGresley, B.A., M.ED.
M. Liivoja, B.A., B.ED.
N. E. Maier, M.A.
H. C. Maynard, M.A.
N. T. McLean, B.A.
W. R. H. Montgomery, M.A., PH.D.
R. J. Moorfield, M.A.
C. W. M. Pace, B.A., B.S.W., M.ED.
I. S. Relph, B.A., B.ED. (part-time)
F. M. Speed, B.SC., B.SC.S., M.ED.
W. A. Stickland, B.A.
J. Stulac, B.P.H.E., B.A., B.ED.
F. R. Wakelin, B.P.H.E., B.ED.

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MCMLXXIX

1. Function of the Faculty of Education

The basic function of the Faculty of Education is the preparation of teachers for professional service in elementary and secondary schools, especially those in Ontario. Programs of the Faculty provide training and experience that are also valuable at other levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's programs lead to the basic certificates for teaching in Ontario elementary, secondary, and vocational schools. A number of courses lead to additional certificates in areas of subject specialization. These certificates are issued by the Ontario Ministry of Education on the recommendation of the Dean of the Faculty.

In addition to its full-time programs, the Faculty offers evening and summer courses for teachers wishing to earn extra certificates, or to update their knowledge of current developments in various fields of education.

2. Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, language laboratories, a theatre studio, a computer centre and a typing laboratory.

Students will find in the Library a major collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. In addition to its loan facilities, the Library provides a reference service to assist students in locating material on educational psychology, the history and philosophy of education, school administration, and methods of teaching specific subjects.

The Library's selected collection of mounted pictures, filmstrips, pamphlets, slides, recordings and kits is available to students for use both in demonstration lessons at the Faculty and in their practice teaching assignments at outside schools. Facilities for previewing audiovisual aids are provided in the Library.

The Faculty's Health Centre, in charge of a registered nurse, offers to students first aid, counselling on health problems, and referrals to

doctor, dentist or hospital, as appropriate. The Centre is open Monday to Friday throughout the session.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

3. The Student Governments of the Faculty

The H.S.A. Student Assembly is concerned with all matters pertaining to students of the Faculty. It maintains a year-round office at 703 Spadina Avenue to provide continuity of organization in student affairs.

The Technical and Industrial Arts Student Council organizes extracurricular activities for its students, and acts on their behalf in any matter that may arise relating to the Technical and Industrial Arts program.

The Institute of Child Study has a five-member Student Council, whose purposes include providing students with an opportunity to express their ideas, giving them a voice in the decision-making bodies at the Institute, and maintaining channels of communication between students and staff.

Through their governments, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

4. University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, with an enrolment of approximately 420, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration and experiment.

5. Guidance Centre

The Guidance Centre produces and distributes standardized tests, occupational information monographs and other educational materials for teachers and guidance counsellors. It is located at 1000 Yonge Street, Toronto, Ontario M4W 2K8 (978-3210)

6. Language Regulations

Facility in English. An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language. The test will be conducted by a committee composed of representatives of the Ontario Secondary School Teachers' Federation, the Department of English of the University of Toronto, and the Council of the Faculty.

7. Academic Records and Examinations

Examinations

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Checking of marks
All results are carefully reviewed before being released. However, the clerical work involved in the department and in the Registrar's Office will be checked if a petition is submitted through the Registrar's Office, with a fee of $5 per course. The fee will be refunded if an error is found.

Attendance
Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registrations cancelled at any time by the Council.

Results withheld
Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts
Transcripts of academic record are furnished by the Faculty Registrar's Office on payment of $1 each. For each additional copy ordered at the same time, the fee is 50¢.

Appeals
A five-stage appeals procedure is in effect for students who feel they have a grievance. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:

i the department chairperson
ii the Appeals Committee of the Faculty Council
iii the Divisional Committee of the Faculty
iv the Subcommittee on Academic Appeals of the Governing Council of the University.

At each level, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing. Complete details of the appeals procedure may be obtained from the Registrar's office.

Certification

Inquiries regarding Ministry of Education regulations should be directed to the Teacher Education and Certification Branch, Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L8.

All certificates referred to in this calendar are interim, not permanent, when issued.

9. University Discipline

(a) *Academic.* The Governing Council of the University of Toront has approved a Code of Behaviour regarding academic disciplin applying to all students and members of the teaching staff of th University. This Code describes the rights and freedoms to b enjoyed by members of the University. It also lists forms of beha iour regarded as academic offences in the University, and the sanc tions for such offences. Examples of such offences include plagiarism cheating in examinations, the evaluation of a student's work b irrelevant criteria, etc. Such offences may be referred to the Unive sity Disciplinary Tribunal and to other relevant disciplinary bodies i the University.

The full text of the Code of Behaviour and the Governing Counc Enactment concerning the Disciplinary Tribunal can be obtaine from college and faculty offices, the office of the Vice-President an Provost, the office of the Secretary of the Governing Council, an that of the Chairman of the University Disciplinary Tribunal.

Commencing with the session 1978-79, all persons convicted of aca demic offences under the Code of Behaviour will have their name included in a report to the Academic Affairs Committee of th Governing Council.

(b) *Discipline in non-academic matters.* The Councils of the Faculties Schools, and Institutes have disciplinary jurisdiction over the conduc of all students registered in these divisions of the University in a matters of local or internal concern to the divisions, Jurisdiction ove the conduct of students while in residence rests with the body admin istering the residence.

Where the appropriate body exercising disciplinary jurisdiction ha found that a student of the University has engaged in conduc prejudicial to the interests of the University, the Caput may, at it discretion, suspend or expel such student from the academic privi leges of the University. Every decision of the Caput involving th expulsion of a student from the University requires confirmation o the Governing Council. The role of the Caput and the variou councils as described above is contingent on the understanding tha offences or actions or claims within the jurisdiction of criminal an civil courts will be referred where appropriate to those courts an will only be reviewed by the Caput where the implications to th University are considered sufficiently important to warrant suc review.

10. University Facilities

Information on all major student services and facilities is provided i the handbook, *Welcome to University of Toronto.* This guide describe the Career Counselling and Placement Centre, Hart House activities the Health and Housing Services, the International Student Centre the work of the University Ombudsman, and the services of th Students' Administrative Council. Copies of the guide are given to al students at registration.

The University reserves the right to alter the fees and other charges described in this calendar.

The fees quoted below were set for the academic year 1977-78. Information on any subsequent changes can be obtained from the Office of the Comptroller, Fees Department, 215 Huron St., Toronto M5S 1A2 (978-2142).

11. Fees

High School Assistants' Program and Technical and Industrial Arts One-Year Program

Academic fee	$685.00
Incidental fees (Hart House, S.A.C., Athletic, Health Service, Student Union)	$94.50
Total fees*	$779.50
First instalment, due September 4*	$505.50
Visa Students	
Academic fee	$1500.00
Incidental fees	$94.50
Total fees*	$1594.50
First instalment, due September 4*	$ 994.50

* A $50 deposit must be paid by applicants before final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technical and Industrial Arts Certificate Programs

Fall session, due September 8	$389.75
Winter session, due January 12	$389.75
Spring session (May-August), due May 5	$352.50

NOTES:

1. At least the first instalment of fees must be paid before a student card will be issued.
2. Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per week, calculated on the 15th of each month beginning in October, until the account is paid in full.

3. Students who apply after the last date for application to an course listed in this calendar may be assessed a late fee of $20 admitted.
4. A special fee of $60 will be collected on the first day of the cours *Outdoor Education* 5200, to defray the cost of field trips and a Outdoor Education weekend.
5. Students who withdraw before the end of a course will be charge fees from the beginning of the school year to the effective date c withdrawal. After twenty weeks, no fees will be refunded.

Supplemental Examinations

For each supplemental examination in any course except High School Assistants', Type A	$ 10.0
For the supplemental examination(s) for any High School Assistant's Certificate, Type A	$ 20.0

Institute of Child Study

The academic and incidental fees are to be paid according to instruc tions on the Fees Form supplied by the Institute before a studer card will be issued.

Academic fee	$685.0
Incidental fees	$91.5
Total fees (if paid in one instalment)	$776.5
First instalment, due September 7	$502.5
Second instalment, due January 12 (includes $12 deferred payment charge)	$502.5

Special Students

Academic fee, first subject	$137.0
Incidental fees	$11.0
Total fees, due September 12	$148.0
Each additional subject	$137.0

A student who registers after the last date for normal registration wil be required to pay a late registration fee of $10. Payments receive after January 15 are subject to a late payment penalty of $10. Fron March 1, an additional penalty of 1½% per month will apply.

*Summer Sessions**

For a full certificate program	$140.0
For a Special Student taking one subject in the Summer Program for Teachers with Professional Education	$ 57.5

*An extra fee will be charged for Outdoor Education, taken i conjunction with a Physical and Health Education course.

Cheques in payment of all the above fees are to be made payable to the University of Toronto.

12. Ontario nt Assistance Program

The components of the new Ontario Student Assistance Program, to be implemented in September, 1978, are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study. Students who have reached "independent status" can be assessed for loan assistance without reference to their family's income.

The Ontario Student Loans Plan
Need-tested loan assistance available to students who are not covered by the Canada Student Loans Plan. In 1978-79 this will include students taking less than 60% of a normal courseload, and some full-time students whose needs are not fully met by the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Study Grant Plan, the Canada Student Loans Plan or the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures for the 1978-79 program will be available in April, 1978, and can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1.

Bursaries for nd-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further informa-

tion may be obtained from the Fellowship Section, Student A Branch, Ministry of Colleges and Universities, Mowat Bloc Floor, Queen's Park, Toronto, Ontario M7A 1C6 (965-3208).

14. Faculty of Education Bursary

The Council of the Faculty of Education offers one or more bu up to a total of $400 to students registered in the Faculty demonstrate financial need. Applications must be submitted t Registrar of the Faculty before November 15.

15. The R. D. Phillips Memorial Loan Fund

This loan fund was established by contributions made by Tec teachers in Ontario in memory of a former Director of the Tec and Industrial Arts Department, Professor R. D. Phillips. Loan maximum of $200 are made by the Council of the Faculty t dents registered in the Technical and Industrial Arts Depart who demonstrate financial need. Applications should be made Chairman of the Department.

Bachelor of Education and High School Assistant's Program

One-Year Program leading to the Bachelor of Education Degree and to the High School Assistant's Certificate Type B

16. Bachelor of Education Degree and Type B Certificate

The degree of Bachelor of Education will be awarded by the University of Toronto to students on successful completion of the one-year program which leads also to the High School Assistant's Certificate, Type B, awarded by the Ontario Ministry of Education. This is the basic certificate which qualifies the holder to teach academic subjects in the intermediate and senior divisions of Ontario schools. When issued, it is interim (valid for five years), but it may become a Permanent High School Assistant's Certificate when the holder has completed two years' successful teaching experience in Ontario in the intermediate or senior divisions. No candidate will be awarded a Type A Certificate or additional certificates or credits before being awarded the High School Assistant's Certificate, Type B.

17. Admission

Applicants for admission must hold an approved degree from an accredited university. Preference is given to those who have attained a high academic average, and to those with relevant experience, such as in work with children and adolescents, which offers evidence of a special interest in teaching. Preference is also given to those who have selected teaching subjects for which there is a high demand in the school system.

18. Application Procedure

Full instructions for applying are given in an Information Bulletin, which may be obtained from the Admissions Office of the Faculty. Application forms are available on request from the Admissions Office, and from most Ontario university placement offices.

Documentation

An *official transcript* of all completed degree credit work must be submitted with the original application. An approved university degree program must include at least 45 credits in arts, science or commerce, subsequent to grade 13, or equivalent. A credit is defined as one-fifteenth of a university year.

Before applications are complete, applicants who are offered conditional acceptance must also submit:

1 A photostat of a Canadian birth certificate, or a certificate of Canadian citizenship or Landed Immigrant status; and
2 A photostat of a marriage certificate (required only from married women, to substantiate a name change); and
3 Satisfactory evidence of a negative tuberculin test reading or chest x-ray, taken within the year preceding registration. This is a requirement of the Ministry of Education.

9. Admission of oreign Students

The Faculty welcomes qualified overseas students who plan to return to their own countries on completion of their studies. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. Foreign students and others *who are candidates for the Bachelor of Education degree but not for a teaching certificate of the Ontario Ministry of Education* must comply with such conditions of admission as the Council of the Faculty may determine. One of the requirements may be the passing of the Communication Test for Teaching in the English Language. (See section 6)

20. Pre-Session servation Period

It is advisable for all those who intend to become students in the one-year program of the Faculty to spend a period of time in a school in order to observe organization, daily routines, and especially the various teaching activities and techniques. The acceptable time for this observation is in the spring prior to registration at the Faculty. Permission must be obtained beforehand from the principal of the school concerned.

21. Program of Studies

The program consists of four parts:

Part I TEACHING SUBJECTS	TWO subjects
Part II EDUCATIONAL FOUNDATIONS	**a** Structural and Legal Bases of the Ontario School System **b** THREE courses
Part III PRACTICE TEACHING	TEN weeks
Part IV COMPLEMENTARY STUDIES	ONE course

The last date for changing optional subjects or courses will be September 26; thereafter, changes may be made only with the approval of the Council.

Part I
Teaching Subjects

A candidate will select two courses from those listed below, for each of which the prerequisite is at least 2 university courses (6 credits) unless otherwise stated. Some of the course descriptions beginning on page 3 offer further information on departmental requirements and advice on course selection.

Art Education 1010 (6 credits or post-secondary equivalent)
Business Education (double option; no prerequisites)
- Accountancy 1340
- Data Processing 1350
- Marketing 1360
- Secretarial 1370

Computer Studies 1040 (no prerequisites)
Counsellor Education 1050 (9 credits in the social sciences)
Developmental Reading 1060 (no prerequisites, but preference will be given to applicants with a background in English and/or formal linguistics)
Dramatic Arts 1070 (no prerequisites)
Economics 1080 (9 credits)
Elementary Education 1090 (no prerequisites)
English 1100
French 1110
Geography 1120
Geology 1130
German 1140
Greek 1210
History 1150
Home Economics 1160 (15 credits)
Industrial Arts 1170 (no prerequisites, but applicants must have some familiarity with the use of hand tools and machines)
Italian 1190
Latin 1200
Mathematics Education 1220
Music, Vocal 1240 (6 credits or background)
Music, Instrumental 1230 (6 credits or background) (may be taken only in conjunction with *Vocal Music* 1240)
Physical and Health Education 1250 (no prerequisites)
Political Science 1260 (9 credits)
Psychology and Sociology 1270 (9 credits)
School Librarianship 1290 (no prerequisites)
Science Education 1300
Spanish 1310
Special Education 1320 (12 credits in the social sciences. Practical experience considered when applicable)
Teaching English as a Second Language 1330 (12 credits in any combination of: English, moderns, linguistics, sociology or psychology)

NOTE:

Type A Candidates

When selecting courses in the Type B program, a candidate for the High School Assistant's Certificate, Type A, must include the subject or subjects of the Type A certificate.

In each of the following subjects, the Type A course includes the Type B content: Biology, Chemistry, Economics, French, History, Physics, Political Science, and Psychology and Sociology. Type A candidates will therefore take only the Type A and not the Type B courses in these subjects.

Part II Educational Foundations

a All candidates will take the course *Structural and Legal Bases of the Ontario School System* 6010

b In addition, a candidate will take three Educational Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration

Administration in the Modern School 3050
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology

Contemporary Issues in Educational Psychology 3260
Psychology Applied to Education 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education

Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
Education and Society 3160
Modern Philosophy and Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Part III Practice Teaching

Candidates will normally be assigned for ten weeks to schools approved for practice teaching in their elected teaching subjects. Practice teaching is conducted under the joint tutelage of appointed associate teachers and the teaching subject departments. A candidate absent from scheduled practice teaching assignments may be required to make them up at the end of the session.

Part IV Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art and Interdisciplinary Studies 5020
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Creativity in Teaching and Learning 5400
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Curriculum Theory and Design 5360
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Educational Media 5120
Environmental Studies 5140
Film in the Classroom 5450
Game Theory and Simulation in Relation to Learning 5370
Group Theory and Group Skills in Education 5170
Introduction to Adult Learning and Teaching 5460
Language and Communication in the Schools 5240
Measurement and Evaluation 5350
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Relationships among Teachers, Parents, and Children 5380
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Role-playing as a Learning Strategy 5490
Teaching Current Events 5470
Teaching French as a Second Language 5150
Teaching Social Issues 5440
Understanding and Personal Use of Computers 5060
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210
Voice and Speech in the Classroom 5330

22. Conditions for Final Standing

The standing of candidates will be determined by the combined results of term work, final examinations in the subjects of Parts I, II,

and IV and by the record of Practice Teaching in Part III. Standings will be reported by the letter grades: A; B; C; D; F. The letter grades may be interpreted in terms of the following numerical ranges: A (80-100); B (70-79); C (60-69); D (50-59); F (below 50).

A candidate who achieves at least D standing in each course and an overall average of C* or better in the four parts of the program may be recommended by the Council of the Faculty for the Bachelor of Education degree and for the High School Assistant's Certificate, Type B.

A candidate who passes in Part III and fails in not more than two of the courses included in Parts I, II, and IV, of which only one may be a teaching subject listed in Part I, may be granted an F(s) standing, which permits the candidate to take a supplemental examination in the course(s) failed or otherwise meet the requirements of the department(s) concerned.

A candidate who fails in Part III of the program or who does not attain an overall average of C will not be recommended for a Bachelor of Education degree or a High School Assistant's Certificate. (Such a candidate may apply for re-admission.)

*At least 92 points determined by using the category values: A—4, B—3, C—2, D—1, F—0, and weight factors: Part I—14, Part II—14, Part III—15, Part IV—3.

3. Supplemental Privileges

Candidates for any certificate listed in this calendar, who failed at an examination under former regulations and were exempted from subsequent attendance at the Faculty of Education, will take the final examination papers as prescribed herein, but their standing will be determined in the subjects as constituted under the regulations when they first wrote.

A candidate granted supplemental privileges may qualify in one or more of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination or examinations in August at the conclusion of a summer session;

2 by otherwise satisfying the requirements of the department(s) concerned;

3 by attending the Summer Program for Teachers with Professional Education, taking only the subject(s) failed and writing the examination(s) at the conclusion of the course (Type B); or by successfully completing the Type A Summer Seminar.

In all instances, application must be made not later than June 21.

Type A Teaching Tests

Type A candidates exempted from attendance will take their supplemental tests through the Faculty. Applications for teaching tests must be made by December 31.

24. Elementary School Teacher's Certificate

A candidate in the Bachelor of Education program who wishes to qualify for the Elementary School Teacher's Certificate, Standard Four, in addition to the High School Assistant's Certificate, Type B, may select *Elementary Education* 1090 as one of the two teaching subjects.

University courses in psychology, sociology or child study, together with languages, science or the arts, are considered most valuable as a background for teachers in the elementary school.

25. Elementary Education

1090 *Elementary Education* (10 hours). This program deals with the content and teaching methods related to curricula in Ontario public and separate elementary schools. Emphasis is placed on a high level of student participation in course activities, which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes.

Instruction is given on general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies and integrated studies.

All students in Elementary Education are given an opportunity to visit and work in elementary schools in a non-evaluative context, by participating in the Student Teacher Observation Program (STOP). This program consists of a half day each week spent in an elementary classroom to observe and participate in its ongoing activities. As students adjust to classroom routines and expectations, they grow in their ability to assist and support STOP teachers in a worthwhile manner.

A minimum of four weeks in elementary schools for candidates in this program will be included in the practice teaching period required of all candidates for the Bachelor of Education degree.

One-Year Program for the High School Assistant's Certificate, Type A

26. Type A

The Interim High School Assistant's Certificate, Type A, is a specialized certificate in one or two subjects. It is based on a course of study additional to the program leading to the Interim High School Assistant's Certificate, Type B. Upon the completion of two years' successful teaching experience in Ontario, it may become a High School Specialist's Certificate, which is permanent, and qualifies the holder to become the head of a department in a secondary school.

Candidates entering this program must hold an approved degree after a four-year university course following Ontario grade 13, or equivalent. As prescribed in the Ministry of Education Memorandum 1970–71:51, candidates must have obtained at least second class or equivalent standing in each of one or two specialist subjects including, in the case of two subjects, at least forty-two university credits with not fewer than eighteen credits in either subject or, in the case of one specialist subject, at least twenty-seven credits.

. Recommendation of Type A Certificates

Subject to the condition that no candidate may be awarded a High School Assistant's Certificate, Type A, who does not already hold or is not also awarded a High School Assistant's Certificate, Type B, the final standing of a candidate in the High School Assistants' Type A program will be based on:

a the combined results of the term work and the final examination in the subject concerned

b the practical work in Type A seminars

c the practice teaching experience as assessed by the department concerned.

To be recommended, a candidate must obtain at least B standing in the final examinations (including sessional records) and in Practice Teaching for each Type A subject.

NOTE: During the 1978-79 academic year, Type A courses will continue to be offered as part of the one-year program. On approval by the Ministry of Education of the proposed new regulations for teacher certification, however, the Type A Certificate will become the Honour Specialist Certificate, and courses leading to it will be offered in summer and/or evening sessions.

Details of Courses in Programs leading to the Bachelor of Education Degree and the High School Assistant's Certificate.

Details of Courses in Programs leading to the Bachelor of Education Degree and to the High School Assistant's Certificate and Additional Certificates

In each case, the numeral in brackets indicates the number of lecture hours per week.

PART I: TEACHING SUBJECTS

28. Art Education

Candidates are advised not to elect *Art Education* 1010 unless they have studio-oriented experience in one or more fields of visual arts.

1010 *Art Education* (7 hours). For all Type A and Type B candidates in Art. Three major areas of study: history, philosophy and current practice of art education (1 hour); instruction and practice in two and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development (4 hours); history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools (2 hours). On successful completion of *Art Education* 1010, and depending on credit background, a candidate may be recommended for the appropriate Ministry of Education Certificate in Art, not to exceed the Intermediate level.

2010 *Seminar in Art Education* (1 hour). For Type A candidates in Art, in addition to *Art Education* 1010. The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head.

NOTE: Beginning with the 1979-80 academic year, applicants for admission to the Type A program in Art at the Faculty of Education, University of Toronto, must present a minimum of one-third of their approved post-secondary art credits from studio-oriented courses.

29. Business Education

Business Education (10 hours). The Business Education program is divided into four subject areas: Accountancy, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will attend the courses in any two of these four, and will also take instruction in typewriting methodology.
Candidates do not require business experience or a previous course in business education to enrol in this program.

1340 *Accountancy*. Strategies of teaching accounting at all levels. The course includes modules on curriculum development, performance objectives, individualized units, competency-based instruction, evaluation, and the establishment and maintenance of a proper classroom learning environment. *Computer Concepts*, an abbreviated version of the Applications segment of *Computer Studies* 1040, is also offered to students in this course.

1350 *Data Processing*. This course will prepare students to design computer studies material on a modular basis. Students will also study computer concepts, applications of computers in society, and problem-solving techniques using the computer. For further details see *Computer Studies* 1040 (section 30).

1360 *Marketing*. An examination of retail organization and operations, and of the distributive process at the retail level, together with the principles of teaching these aspects of marketing. Students will undertake an extensive study of marketing policies and techniques, and will investigate innovative teaching methods and the development of courses.

1370 *Secretarial*. The theory and practice of teaching Pitman Shorterhand and related stenographic procedures, with emphasis on the development of innovative and effective teaching techniques. The psychology of learning as applied to the teaching of secretarial subjects will be an integral part of the program.

NOTE: On successful completion of the 1978-79 program, candidates will receive a minimum of two Part I Intermediate Certificates in Accountancy, Data Processing, Marketing, or Secretarial. A candidate with university credits in business subjects may also qualify for a Part II Intermediate Certificate in one area of concentration.
Advanced courses leading to the Specialist Certificate may be taken in summer sessions.

30. Computer Studies

1040 *Computer Studies* (5 hours)
PRINCIPLES AND PRACTICES
This segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching

strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment.

APPLICATIONS

The emphasis in this segment will be on problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; flowcharting methods; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures.

NOTE: Students with appropriate university computer courses (or equivalent) will be able to substitute suitable directed practical research for the applications requirements.

2040 *Seminar in Computer Studies* (1 hour). For Type A candidates in Computer Science. A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and effect of computer studies on other classroom studies.

31. Counsellor Education

1050 *Counsellor Education* (5 hours). An opportunity for students to develop more effective interpersonal skills through participation in a training group. Training methods include human relations activities, microcounselling, and case studies. Course topics will cover career education, counselling theories, guidance principles and practices, philosophical foundations, counselling ethics, group methods in counselling and guidance, and issues of national priority relative to school counselling. On successful completion of *Counsellor Education* 1050, a candidate may be recommended for Part I of the Specialist Certificate in Guidance.

Developmental Reading

1060 *Developmental Reading* (4 hours). Designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be placed on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course, a candidate may be recommended for Part I of the Certificate in Reading.

33. Dramatic Arts

1070 *Dramatic Arts* (5 hours). Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the purposes of curricular and extra-curricular drama; the possibilities for conceptual development and expansion of the imagination through sense awareness, movement, improvisation and scripted drama; the structures of aural and visual media; and the planning of developmental programs. On successful completion of *Dramatic Arts* 1070, a candidate may be recommended for Part I of the Specialist Certificate in Dramatic Arts, and may complete the requirements for this certificate in two subsequent summer sessions.

2050 *Seminar in Drama* (1 hour). For Type A candidates in Dramatic Arts. An examination of the philosophy of drama in education, through discussion and research. Candidates will create and participate in a theatre-in-education project designed for elementary school students.

34. Economics

1080 *Economics* (4 hours). A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students.

2060 *Economics* (5 hours). For Type A candidates. An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analyzed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. An instructional plan for a major unit of one of the courses proposed in the current Ministry of Education Guideline for economics will be prepared.

Elementary Education

1090 *Elementary Education*
For details of the program, see Section 25.

35. English

1100 *English* (4 hours). The basic purpose of this course is to equip the beginning teacher of intermediate and senior English with a wide range of strategies. It stresses the values inherent in the study of good literature, considers the basic approaches to instruction, and reviews various methods of presenting literary forms such as the poem, the play, the short story, and the novel. Curriculum planning, methods of evaluating students' progress, and strategies for encouraging recreational reading are explored.

Considerable attention is also paid to the basic aims of teaching composition, and the place and treatment of grammar, rhetoric, logic, and word study. The use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating,

and correcting student compositions. In addition, techniques for improving students' oral composition and for conducting class discussions are considered.

2070 *Seminar in English* (2 hours). For Type A candidates in English. Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slower learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

1330 *Teaching English as a Second Language* (4 hours). Designed for training teachers of New Canadian students at all levels from primary to senior, this course will cover: aspects of syntax, semantics and phonology which apply directly to TESL, standard English as a second dialect, and problems of evaluation. The use of audiolingual aids and such media as film, magazines, TV and newspapers will be reviewed. Students will also explore socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. A minimum of four weeks' practice teaching will be scheduled in TESL classrooms. On successful completion of this course, candidates may be recommended for Part I of the Certificate in Teaching English as a Second Language.

36. Geography

1120 *Geography* (4 hours). Curriculum design and program development, organized to meet the needs of prospective geography teachers in the intermediate and senior divisions. Programs, units and lessons will be so constructed as to integrate learner characteristics, styles of learning, and instructional techniques and procedures. Through observation and analysis, students will gain an understanding of how educational objectives are achieved and measured.

2090 *Seminar in Geography Curriculum Design* (2 hours). For Type A candidates in Geography. A program concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

37. Geology

1130 *Geology and Earth Science* (4 hours). The values, objectives, and organization of programs for earth science and geology in intermediate and senior divisions. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. Students will investigate how educational goals for the earth sciences are achieved and measured.

2100 *Seminar in Geology* (2 hours). For Type A candidates in Geology. (These candidates are advised to select Geography or Science as their other teaching subject in the High School Assistants' Program, Type B.) Held jointly with Type A Geography candidates, this course examines the principles of curriculum design as models for the development of geology curricula to meet changing conditions in education.

38. History

1150 *History* (4 hours). Lectures, demonstrations and seminars on the following topics, with specific reference to classroom practice: cognitive and affective objectives in teaching history; organizational approaches to the study of history, such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies in teaching history; evaluation of students; dealing with individual student differences; principles of curriculum design.

2130 *Seminar in History* (5 hours). For Type A candidates, who will not be required to take *History* 1150 (Type B), as its content is covered in this course. A series of lectures, demonstrations, and seminars, emphasizing the practical application of the following: the critical philosophy of history, historians' methods, and the problems of historical knowledge; the approaches of selected historians and philosophers to these problems; cognitive and affective objectives in teaching history; approaches such as by themes, chronology, or problems; various forms of methodology; analysis of student difficulties; evaluation of the effectiveness of teaching and learning.

39. Home Economics

Candidates who elect Home Economics are advised that each of the following areas of study should be represented in the courses for which the 15 prerequisite credits are earned: food and nutrition, clothing and textiles, family and child development, housing and interior design, and management and consumer economics.

1160 *Home Economics* (5 hours). A course designed to explore the needs of the Home Economics/Family Studies student in the intermediate and senior divisions. The focus is on techniques of teaching, teaching aids and resources, meeting the needs of students and their families in a variety of circumstances and environments, lesson planning and curriculum design. On successful completion of *Home Economics* 1160, a candidate may be recommended for the Intermediate Certificate in Home Economics.

2140 *Seminar in Home Economics* (1 hour). For Type A candidates, to be taken in addition to *Home Economics* 1160. A course designed to broaden concepts and provide insights in the field of home economics education, with emphasis on leadership roles and responsibilities in the school and community. Students are encouraged to develop a philosophy to meet present and future challenges.

40. Industrial Arts

1170 *Industrial Arts* (7 hours).

a Principles of industrial arts education (1 hour): lectures and assignments on contemporary technological studies, lesson preparation, teaching units, and classroom management.

b Methods of teaching industrial arts (6 hours): problems in material science and fabrication are assigned to demonstrate skills, to provide practice in a variety of teaching methods using materials commonly found in school laboratories, and to establish safe and efficient habits in shop work. Drawing and design are introduced and applied in the planning of projects.

NOTE: Candidates who successfully complete *Industrial Arts* 1170 may be recommended for Part I of the Certificate in Elementary Industrial Arts.

Holders of Part I may be recommended for Part II of this Certificate on successful completion of the Complementary Studies course, *Design Education* 5090, and after passing the written and practical proficiency tests in wood and metal fabrication. This additional qualification may also be earned in a summer session.

41. Mathematics Education

Candidates who elect Mathematics are advised that the following areas of study should be represented in their six prerequisite credits: calculus, linear algebra, statistics, problem solving.

1220 *Mathematics Education* (4 hours). A consideration of mathematics education in the intermediate and senior divisions, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected tpics from the Intermediate and Senior Division Guidelines.

2170 *Seminar in Mathematics Education* (2 hours). For Type A candidates. The objective of these seminars will be to achieve an understanding of the procedures involved in the development of mathematics curricula for the primary, junior, intermediate, and senior divisions, and of the accompanying responsibilities of departmental administration and professional leadership associated with the Type A Certificate.

42. Modern and Classical Languages

Candidates are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar. Most of the lecturing is in the language concerned, and candidates are expected to use that language in teaching practice.

MODERN LANGUAGES (4 hours per language): 1110 *French*; 1140 *German*; 1190 *Italian*; 1310 *Spanish*

The program has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective

techniques related to language learning. Students will gain experience with a wide variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate and senior divisions.

SEMINARS IN MODERN LANGUAGES

For all Type A candidates in a modern language, whether chosen as a single Type A subject, or combined with another Type A subject. Methods of presenting work as outlined in the Ministry of Education guidelines will be studied in depth, with special reference to the senior division. Topics will include linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, and preparation of teaching modules.

2080 *French* (6 hours). Candidates taking this course are not required to enrol in *French* 1110, since its content is included.

2110 *German* (2 hours in addition to *German* 1140)

2150 *Italian* (2 hours in addition to *Italian* 1190)

2240 *Spanish* (2 hours in addition to *Spanish* 1310)

NOTE: For Type A candidates seeking certification in one language alone, additional work will be required.

CLASSICAL STUDIES

1200 *Latin* (4 hours)

1210 *Greek* (4 hours) (May be taken only in conjunction with *Latin* 1200.)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids, and interest devices; the direct approach, with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; team teaching; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

SEMINARS IN CLASSICS

2120 *Greek* (1 hour)

2160 *Latin* (1 hour)

For Type A candidates. An examination of techniques involved in curriculum planning and presentation appropriate for use in advanced classes, with emphasis on finding and preparing material suitable for students at intermediate and senior levels, from the extensive corpus of Latin and Greek literature; advanced grammar and syntax.

43. Music

1240 *Music, Vocal* (4 hours). A multi-faceted approach to music learning which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures; listening, vocalizing, and conducting.

1230 *Music, Instrumental* (4 hours). A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Vocal Music* 1240, in lieu of a Complementary Studies course.

NOTE: On successful completion of *Vocal Music* 1240, or *Vocal* and *Instrumental Music* 1240/1230, a candidate may be recommended for Part I of the Intermediate Certificate in Vocal Music or in Vocal and Instrumental Music. A subsequent summer session must be taken to complete the requirements for the Intermediate Certificate.

2180 *Seminar in Music* (3 hours). For Type A candidates in Music. Growth through music, a developmental process involving advanced ensemble techniques, listening and analysis, and problem solving; implementation of learning theories; unit designs reflecting the aims and objectives within the senior division of the Ministry's Music Guidelines.

Physical and lth Education

1250 *Physical and Health Education* (5 hours). An introductory course in the theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

2190 *Seminar in Physical and Health Education* (6 hours). Type A and Specialist candidates will take only this course, which includes the content of *Physical and Health Education* 1250. An advanced course in the theory and practice of physical and health education. Emphasis is on methodology, curriculum design, scientific principles of human movement, and organization and administration of all phases of the school physical and health education program.

NOTE: The prerequisite for the Specialist Certificate program is a minimum of 24 university credits in physical and health education, exclusive of methods courses.

45. Political Science

1260 *Political Science* (4 hours). Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada—machinery, process, performance, and participation; principles of course construction—group preparation and presentation of representative units selected from the Ministry of Education guideline, People and Politics; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

2210 *Seminar in Political Science* (5 hours). Type A candidates w take only this course, which includes the content of *Political Scien* 1260. In seminars and workshops the academic study of politic science is combined with practical experience in the pedagogy of th subject. Seminar discussions conducted in turn by each member the course centre on academic topics. Videotaped lessons by eac candidate, illustrating a variety of approaches, provide a basis f critical analysis of effective methodology. One major research pap or project will be prepared during the year.

46. Psychology and Sociology

1270 *Psychology and Sociology* (4 hours). Lectures, demonstration and seminars designed to prepare candidates to teach the secondar school course, "Man in Society." Topics such as curriculum develop ment, teaching methods, evaluation techniques, and resource materi will be dealt with. A brief introduction to the field of special educa tion will be given in a series of presentations and discussions outlin ing fundamental teaching strategies.

2220 *Seminar in Psychology and Sociology* (5 hours). Type A cand dates will take only this course, which includes the content of *Psy chology and Sociology* 1270. It will prepare candidates to teach th secondary school course, "Man in Society," and related experimenta courses, such as grade 13 sociology, women's studies, and futurolog Topics to be covered include curriculum development, teaching meth ods, evaluation techniques, and resource materials. A brief introduc tion to the field of special education will be given in presentation and discussions outlining fundamental teaching strategies.

47. School Librarianship

1290 *School Librarianship* (5 hours). An introductory course fo potential school librarians. The following aspects of the school librar will be explored: collection, including curriculum, recreational an basic reference materials; program, administration; organization c materials. This course is Part I of a three-part program leading to th Specialist Certificate in School Librarianship.

Program for the Specialist Certificate (5 hours). For candidates wh hold an accredited degree in library science. Emphasis will be o services given by the school library, the curriculum developmen function of the school library, and special research projects. Success ful candidates may be recommended for the Specialist Certificate i School Librarianship.

48. Science Education

Candidates who elect Science are advised that at least three of th following areas of study should be represented in their six prerequis ite credits: botany, chemistry, physics, zoology.

1300 *Science* (4 hours). Designed to prepare teachers of science in th intermediate and senior divisions, this course deals with the aims an objectives of science education, the Ministry of Education guidelines

the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.

TYPE A SEMINARS (6 hours)* The following courses for Type A candidates consist of lectures, seminars, workshops, and laboratories. Emphasis is on curriculum planning and methodology for the senior division.

2020 *Biology*
2030 *Chemistry*
2200 *Physics*

*The 6 hours for each of the Type A Seminars include the 4 hours of *Science* 1300.

49. Special Education

1320 *Special Education* (5 hours). An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. On successful completion of this course, candidates may be recommended for Part I of the Ministry of Education's three-part Special Education Certificate.

PART II: EDUCATIONAL FOUNDATIONS

50. Required Course

6010 *Structural and Legal Bases of the Ontario School System* (1 hour). All students proceeding to the Bachelor of Education degree and to the High School Assistant's Certificate, Type B, will be required to take this course, which covers a wide range of regulatory, professional, and curricular aspects of teaching in Ontario. Topics such as the following will be treated: the organization of provincial and local systems of education; powers and duties of the various education authorities; the Education Acts and Regulations of the Province of Ontario; functions and ethics of professional organizations.

1. Educational Administration

3050*Administration in the Modern School* (2 hours). A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theories of organizations, and leadership styles will also be discussed.

3040 *Evaluation of Student Performance* (2 hours). A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered.

3030 *The Individual Student and the School Program* (2 hours). An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 *Program Organization* (2 hours). An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course uses the student's field experience in education.

3060 *Individual Research Project* (*Educational Administration*) (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

52. Educational Psychology

3260 *Contemporary Issues in Educational Psychology* (2 hours). A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 *Learning and Human Behavior* (2 hours). The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioral principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and

mental skills, classroom management, and behavioral and attitude change will be examined.

3110 *Teaching—an Interpersonal Process* (2 hours). The teacher's role as partner in an interpersonal learning process will be studied, with a view to achieving increased awareness of and insight into forces operating in groups, and the effect of one's own behavior on group productivity. The course will examine the application of theory to the development of innovative classroom teaching using large and small groups.

3100 *Understanding Children and Youth* (2 hours). Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 *Individual Research Project* (*Educational Psychology*) (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

53. History, Philosophy and Sociology of Education

3190 *Authority and Freedom in School* (2 hours). Is "compulsory education" a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Why bother being ethical? This course will attempt to get at the roots of ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

3130 *Comparative Education* (2 hours). A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, alternative routes, and the aims, structure, and control of education. These will be related to the social, economic and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 *Cross-Cultural Education* (2 hours). An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3200 *The Development of Canadian Education* (2 hours). A critical overview of the main influences, problems, and changes in Canadian education. Some of the topics that will be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; the influence of social, economic, and political factors on education.

3160 *Education and Society* (2 hours). A consideration of the contemporary social and economic forces that impinge on schooling. Topics will include: the structure of society and its relationship to education; socio-cultural influences on educational achievement; students' rights; the conflicting functions of the school.

3140 *Modern Philosophy and Education* (2 hours). The influence of modern philosophy on aims and methodology in education. Selected readings from 19th and 20th century philosophers will lead to a consideration of education both in the wider frame of social philosophy and from the narrower perspective of the individual quest for worthwhile purpose. Students are encouraged to weigh conflicting viewpoints and thus develop their own positions.

3240 *Individual Research Project (History, Philosophy, and Sociology of Education)* (2 hours). A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

PART IV: COMPLEMENTARY STUDIES

54. Complementary Studies

5020 *Art and Interdisciplinary Studies* (2 hours). Designed to foster interdisciplinary studies and the development of curricula in these studies at the intermediate and senior levels, this course explores relations between the visual arts and other disciplines, in theory and in practice.

5040 *Children's Literature* (2 hours). An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 *Classroom Communication* (2 hours). The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher.

Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline.

5050 *Communication Arts in Modern English* (2 hours). Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of lnguage, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 *Counselling Skills for Teachers* (2 hours). Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, will be taught, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Counsellor Education* 1050.

5400 *Creativity in Teaching and Learning* (2 hours). A practical course designed to increase teachers' awareness of their own potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.

5070 *Culture and Society as They Relate to the Teaching of French* (2 hours). This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will be mainly newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

5080 *Current Health Problems in School and Society* (2 hours). A survey study of stress as experienced by the individual in school and society. Particular attention will be given to stress felt by teachers and pupils in the school situation, and to positive coping strategies. Such topics as cardiovascular disease, mental health, human sexuality, drug dependency, consumer health, and accidents will be related to the central concept of stress.

5360 *Curriculum Theory and Design* (2 hours). This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional

school environment, and modifying a unit of study in a subject or a skills program.

5090 *Design Education* (2 hours). Problems of design presented by the machine production of industrial society and the impact of technological developments upon environment are examined in lectures. The practical aspects of design are dealt with in workshops.

5100 *Diagnosis and Remediation of Learning Difficulties in Mathematics* (2 hours). A study of some types of learning difficulties demonstrated by students, their causes, and ways in which a teacher can help to overcome them. Participation in field work with students experiencing difficulty in mathematics at the elementary or secondary level will be expected. Of special interest to candidates enrolled in *Elementary Education* 1090, *Special Education* 1320, or *Mathematics Education* 1220.

5110 *Drama in Elementary Education* (2 hours). A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

5120 *Educational Media* (2 hours). A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

5140 *Environmental Studies* (2 hours). An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

5450 *Film in the Classroom* (2 hours). Practical methods of using film in any comprehensive humanities program. The course will cover: writing for film, and using film to stimulate writing; comparing narrative adaptations for the screen in terms of the editing and rewriting principles involved; employing film as a surrogate "literature" for values education and thematic studies appropriate to non-academic students; studying film as a new language art form indigenous to the twentieth century.

5370 *Game Theory and Simulation in Relation to Learning* (2 hours). An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analyzing experiences with selected materials, candidates should develop confidence

in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.

5170 *Group Theory and Group Skills in Education* (2 hours). Areas in which group dynamics can be a useful learning strategy are explored through practice in group leadership, decision making, definition of goals, and group communication. Role theory and various techniques for problem solving within groups will be studied. For teachers of any courses in which group structures are integral to the learning process.

5460 *Introduction to Adult Learning and Teaching* (2 hours). The stages of adult development, the styles of adult learning, and their relationship to the teaching of adults. The course will focus on individual learning activities and particular adult learning programs in educational establishments, work environments, and community settings. Students will have an opportunity to plan, implement, and evaluate a variety of learning/teaching activities.

5240 *Language and Communication in the Schools* (2 hours). An introduction to models of language and communication theories as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools (history of grammar, dictionaries, and writing systems, language history); language and thought in semantics; language "code" models; research in language teaching (reading, writing, speech). Emphasis will be on practical implications for the classroom.

5350 *Measurement and Evaluation* (2 hours). A course designed to improve the professional competence of teachers in assessing students' aptitudes and attainments. The evaluation of teaching/learning strategies and materials will be covered, together with the application of statistical techniques to data gathering and performance evaluation.

5030 *Methods of Child Study* (2 hours). An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 *Multiculturalism, the School, and the Curriculum* (2 hours). An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program.

5200 *Outdoor Education* (2 hours). An introductory course emphasizing the use of the outdoor environment as an educational medium. Interdisciplinary in approach, the program includes lectures and seminars, with a considerable amount of time devoted to field work in such areas as backpacking, canoeing, winter camping, orienteering, and outdoor cookery.

5300 *Practical Skills for Constructing Teaching Aids* (2 hours). A series of lectures and workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Basic instruction is given in brazing, spot welding, soldering, glass blowing, simple electronic circuits, the parts and operation of a camera, film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. A small fee is charged to cover the cost of consumable materials.

5260 *Reading in the Secondary School* (2 hours). An introduction to the possibilities of developmental reading at the secondary school level. Basic principles underlying an instructional program will be discussed. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Emphasis will be on the devising of practical developmental reading programs.

5270 *Recent Developments in Modern Language Teaching* (2 hours). Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and utilize their own teaching materials.

5380 *Relationships among Teachers, Parents, and Children* (2 hours). An exploration of communication between home and school, from the points of view of the teacher, the parents, and particularly the child. Consideration will be given to how interactions change as the child progresses through primary, junior, intermediate, and senior grades. Parent-teacher programs and community resources will be examined in relation to particular problems that may arise, e.g., learning problems, cultural differences, exceptional cases.

5430 *The Resource Centre and the Elementary School Teacher* (2 hours). This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in: curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

5420 *The Resource Centre and the Secondary School Teacher* (2 hours). This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to subject teachers at intermediate and senior levels. It will examine: the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. Special attention will be given to skills needed by the beginning teacher in the school library.

5490 *Role-playing as a Learning Strategy* (2 hours). The theory of role-playing and its implementation in a wide variety of classroom situations. Practical work will demonstrate how it can be used to help students more fully understand personal reactions to topics being studied. Role-playing can be used in many subject areas such as history, language arts, and environmental science, and is a strategy effective at all grade levels.

5470 *Teaching Current Events* (2 hours). A rationale for teaching current events in elementary and secondary schools; approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; analysis of a daily newspaper; a consideration of leading Canadian, American, and British news and opinion periodicals.

5150 *Teaching French as a Second Language* (2 hours). The teaching of French as a second language in the elementary school, with reference to programs, procedures specific to the age level, and audiovisual aids. This course leads to the certificate, Teaching French as a Second Language (Part I). Open only to students enrolled in *French* 1110 or 2080.
NOTE: Classes will be arranged in French in an immersion setting for suitably qualified students who are also enrolled in *Elementary Education* 1090, and who are fluent in French.

5440 *Teaching Social Issues* (2 hours). The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

5060 *Understanding and Personal Use of Computers* (2 hours). Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required.

Computing facilities are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 *The Use of Graphic Illustrations in the Classroom* (2 hours). A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic ability is not a prerequisite.

5210 *Values Education* (2 hours). An interdisciplinary course that will explore the implications of values education and morality in the various subject areas included in the school curriculum. The major emphasis will be on examining new ways of integrating moral education into the school program.

5330 *Voice and Speech in the Classroom* (2 hours). A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, and the influence of the media on speech communication.

Bachelor of Education Degree Program (Woodsworth College)

55. Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education, in cooperation with Woodsworth College, University of Toronto, offers to holders of Ontario permanent basic teaching certificates a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Part II, Educational Foundations, and Part IV, Complementary Studies, as listed in the Woodsworth College Calendar.

Admission Requirements

a An approved degree from an accredited university (See Section 17).
b An Ontario permanent basic teaching certificate.

General Information

1 The summer day sessions are of six weeks' duration.
2 The course in each subject will be thirty class hours.
3 A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

Inquiry and Application

Contact the Co-ordinator of Continuing Education and Graduate Studies, Faculty of Education (978-5261)

or

Woodsworth College, 119 St. George St., Toronto, Ontario M5S 1A9 (978-2405)

Programs in Technical and Industrial Arts Education
(A) Vocational or Occupational Certificates and Bachelor of Education Degree

6. Bachelor of cation Degree and Diploma In Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), awarded by the Ontario Ministry of Education.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to either of the above certificates, but who are ineligible for the Bachelor of Education degree.

Candidates for either the Bachelor of Education degree or the Diploma in Technical Education must achieve at least D standing in each course, and an overall average of C or better in the entire program.

. Certification

Candidates with suitable academic standing and wage-earning experience who meet all admission requirements peculiar to their subject area, who successfully complete an approved program of teacher education, and who pass the appropriate technical proficiency examinations, will be recommended for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects).

Interim Vocational Certificate, Type B becoming when permanent the Permanent Vocational Certificate. This is the basic certificate.

Interim Vocational Certificate, Type A, becoming when permanent the Vocational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Technical Director in a secondary school.

Interim Occupational Certificate, Type B (Practical Subjects), becoming when permanent the Permanent Occupational Certificate. This is the basic certificate.

Interim Occupational Certificate, Type A (Practical Subjects), becoming when permanent the Occupational Specialist's Certificate. This is the higher certificate. It may qualify the holder to become the Director of an Occupational Department.

Each certificate is issued on an interim basis, qualifying the holder for five years to teach the designated subject(s) in an Ontario secondary school.
Upon completion of two years' successful experience teaching the designated subject(s) in an Ontario secondary school, a holder of the interim certificate may request that it be made permanent by the Ministry of Education.

58. Conditions of Admission

An applicant for admission to the one-year program leading to Vocational or Occupational certificates must make application not later than August 15 to the Chairman of the Department of Technical and Industrial Arts, on a form to be obtained from him, and shall submit with the application:
1 *A birth certificate.* If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status. For the Vocational and Occupational Programs, male applicants shall be at least 23 years of age; female applicants shall be at least 21 years of age.
2 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health and applies to all personnel who work directly or indirectly with pupils in the schools.

VOCATIONAL OR OCCUPATIONAL TYPE B

This program is open to: holders of an approved degree in engineering, architecture, nursing or science from a recognized university; graduates of polytechnical institutes or colleges of applied arts and technology; skilled tradesmen.

Engineers
An applicant must hold a four-year degree from the faculty of applied science of a recognized university, and must submit statements to prove not less than two years' subsequent experience in the field of his or her major subject.

Technologists and Technicians
An applicant must hold a three-year diploma from an approved program offered by a polytechnical institute or college of applied arts and technology, which requires Ontario grade 12 standing as one of the conditions for admission. Three years of acceptable work experience must also be documented.

Skilled Tradesmen

An applicant is required to give evidence of a minimum of a secondary school graduation diploma, or equivalent; approved trade training; and experience (generally seven years).

The training or apprenticeship required is the same as for journeyman's qualifications in the trade concerned. Special training obtained in an approved day vocational school will be taken into account. Applicants shall submit statements from the persons or firms under whom they were trained, showing the length of the training period and the nature of the work. The trade experience required shall be several years as a wage-earning journeyman with reputable firms, and shall be such as to show that the applicant is a skilled craftsman, competent in the main branches of the trade concerned, and familiar with its recent development. The length of the journeyman experience depends upon the nature of the trade. Documentary evidence of experience in the trade in approved shops shall be furnished by the applicant.

An applicant for admission to the program leading to the Occupational Certificate, Type B (Practical Subjects), shall furnish proof of wage-earning experience over at least seven years and involving at least three trade areas.

In calculating the total years of wage-earning experience and/or training, normally only those years subsequent to the date of the highest academic attainment used in the calculation can be credited unless the academic program of the candidate was interrupted for a number of years by such wage-earning activity.

NOTE:

1 In all cases the name of the degree, diploma, or apprenticeship must correspond with both the nature of the wage-earning experience and the subject to be taught.

2 A minimum of two years of Canadian wage-earning experience is recommended.

VOCATIONAL OR OCCUPATIONAL TYPE A

This program is offered to graduates of a faculty of applied science or a faculty of architecture or to graduates holding the B.SC.N. degree from a recognized university, with at least 70% or B, whichever is higher, in the final and one other year. An applicant must submit evidence of not less than two years of approved wage-earning experience in the field of his or her major subject.

59. Spring Program, Vocational or Occupational Type B

A two-session program of teacher education, leading to the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects), beginning in May.

Admission Requirements

These are identical to the admission requirements for the one-year program. See Section 58.

Program

A complete program consists of two four-month sessions. These two sessions do not have to be taken in the same year. After finishing the initial session, a candidate may leave, and return not more than one year later to enrol for the completing session. Attendance at a second spring session will be permitted only if it is preceded by a minimum of four months of approved supervised internship in an appropriate full-time teaching position. Content of the complete spring program will be equivalent to that of the fall and winter program.

The program consists of five parts:

PART I TEACHING SUBJECTS

All candidates will take the following courses:

Principles and Methods of Teaching Vocational and Occupational Subjects 1010

Teaching a Related Subject in Vocational and Occupational Education 1030

PART II EDUCATIONAL FOUNDATIONS

All candidates will take the following courses:

Structural and Legal Bases of the Ontario School System 6010

Curriculum Development for Vocational and Occupational Education 3030

Psychology Applied to Technical Education 3050

History and Philosophy of Technical Education 3070

PART III PRACTICE TEACHING

Practice Teaching is a ten-week program, conducted in secondary schools, outside as well as within the area of Metropolitan Toronto. Candidates entering the course must be willing to accept practice teaching assignments to those schools selected by the Department of Practice Teaching. A candidate absent during regular practice teaching weeks may be required to make up the deficiency at the end of the session.

PART IV COMPLEMENTARY STUDIES

All candidates will take the following course:

Communication Arts in Modern English 5050

PART V TECHNICAL PROFICIENCY EXAMINATIONS

Each candidate will be required to pass examinations designed to test his or her attainments as a skilled worker in the subject concerned. These examinations will be on the fundamental principles, operations, processes, and skill of the subject.

60. Vocational or Occupational Type A Program

Each Type A candidate must take the courses prescribed for the Type B program, and must obtain a minimum standing of B. The candidate must take additional courses in the organization, administration, and supervision of vocational schools, educational measurement, curriculum development, comparative education, and philosophy of education.

61. Program Leading to the Bachelor of Education Degree

The program consists of five parts:

PART I TEACHING SUBJECTS

As in Section 59, Part I.

PART II EDUCATIONAL FOUNDATIONS

a All candidates will take the following courses:

Structural and Legal Bases of the Ontario School System 6010

Curriculum Development for Vocational and Occupational Education 3030

b In addition, a candidate must elect two courses from those offered in Section 59, Part II, or Section 21, Part II(b).

PART III PRACTICE TEACHING

As in Section 59, Part III.

PART IV COMPLEMENTARY STUDIES

As in Section 59, Part IV.

PART V TECHNICAL PROFICIENCY EXAMINATIONS

As in Section 59, Part V.

62. Details of Courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

TEACHING SUBJECTS

1010 *Principles and Methods of Teaching Vocational and Occupational Subjects* (6 hours). An opportunity to synthesize a philosophy of vocational and occupational education, relating the concepts and generalizations of this approach to its role in general education. The course will examine teaching skills, procedures, and facilities in vocational programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance.

1030 *Teaching a Related Subject in Vocational and Occupational Education* (6 hours). A course designed to develop the cognitive and psychomotor skills necessary to teach a second vocational/occupational subject safely and effectively through the introductory level. Intensive practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies. Methods suited to teaching students with various learning disabilities will be stressed.

EDUCATIONAL FOUNDATIONS

6010 *Structural and Legal Bases of the Ontario School System* (1 hour). The organization of provincial and local systems of education; powers and duties of the various educational authorities; the Education Acts and Regulations of the Province of Ontario; professional aspects of teaching.

3030 *Curriculum Development for Vocational and Occupational Education* (2 hours). A course consisting of four separate assignments: Subject Analysis; Course of Study; Model Shop Plan; Equipment List and Budget. Subject analysis involving organization of the candidate's teaching subject into blocks and later into practical and theoretical lessons; unit, modular, and cluster courses of study designed to satisfy the needs of today's high school student; emphasis on design and planning of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a supplies budget and sample orders for some major equipment.

3050 *Psychology Applied to Technical Education* (3 hours). An introductory course designed for teachers of Technical and Industrial Arts. As such, special reference is given to the application of educational psychology to teaching and learning practical subjects. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 *History and Philosophy of Technical Education* (2 hours). Designed to acquaint the student with the historical development of education and the philosophical concepts which underlie it. The topics are set forth to show the vocational aspects of educational developments from the ancient world to the present and to reflect the theories and practices of education as advocated by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey and Whitehead. Stress will be placed on the influence of these philosophers on current vocational practice so that a proper perspective may be gained as the various facets of general educational practice are examined.

COMPLEMENTARY STUDIES

5050 *Communication Arts in Modern English* (2 hours).
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Programs in Technical and Industrial Arts Education
(B) Industrial Arts Certificate

63. Industrial Arts Certificates

Each of the following certificates is interim when issued, being valid for five years. On completion of two years' successful experience teaching industrial arts in an Ontario school, the holder may request a permanent certificate from the Ministry of Education.

Elementary Industrial Arts Certificate
A two-summer program leads to this certificate. For details see Section 96.

Intermediate Industrial Arts Certificate
The Intermediate Industrial Arts Certificate qualifies the holder as a full-time teacher of industrial arts in all divisions of elementary and secondary schools.

Specialist Industrial Arts Certificate
The Specialist Industrial Arts Certificate is based on advanced study beyond the Intermediate Certificate program.
A three-summer program leads to this certificate. For details see Section 94.

I. Conditions of Admission

Applications for admission to the Intermediate Industrial Arts Certificate program must be submitted to the Chairman of the Department of Technical and Industrial Arts, on a form to be obtained from him. The application form must be accompanied by:
1 A *birth certificate*. If not born in Canada, the applicant must submit a certificate of Canadian citizenship or Landed Immigrant status.
2 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.
Applicants for this program must hold:
1 An Occupational (Practical Subjects) or Vocational Certificate, *or*
2 An Ontario Elementary or High School Assistant's Certificate, or equivalent, *and* an Elementary Industrial Arts Certificate, or equivalent.

65. Intermediate Industrial Arts Program

A program leading to the Intermediate Certificate is offered during the winter session whenever a sufficient number of candidates apply. Applications for admission to this one-year program must be submitted not later than August 15.

A spring program leading to the Intermediate Certificate is offered in one session, from May to August. This is an extension of the program leading to the Elementary Certificate, and provides advanced experiences selected from the one-year program. Applications for admission to the spring program must be submitted not later than April 15.

The program consists of three parts:

PART I TEACHING SUBJECTS
Material Science 1020
Design Technology 1040
Design Environment 1060
Fabrication and Production 1080

PART II EDUCATIONAL FOUNDATIONS
Curriculum Development 3020
Philosophy of Contemporary Industrial Arts 3040

PART III PRACTICE TEACHING
Having entered the program with a teaching certificate, each candidate is given only three weeks in a practice school. Teaching responsibilities progress from individual and group instruction to complete charge of routine duties and class instruction. If possible, each candidate is sent to an industrial arts room in an elementary, a junior high, and a secondary school.

66. Details of courses

1020 *Material Science* (2 hours). The study of the structure and properties of materials related to sources; production and use. Methodology and teaching techniques. Lecture and laboratory.

1040 *Design Technology* (6 hours). Electricity and electronics: concepts, applications, power mechanics, and central control of electricity; methodology and teaching techniques. Lecture and laboratory. Mechanics: simple machines and applications; fluid power; and principles of visual aspects of the environment, and the process of designing, recording and communicating ideas in two and three dimensions; methodology and teaching techniques. Lecture and laboratory.

1080 *Fabrication and Production* (12 hours). The development of basic skills in the use of hand tools and machines, and in the handling of materials. Areas of study include the processing of natural and synthetic materials. Problem-solving techniques are learned as

the acquired skills are applied. Methodology and teaching techniques. Lecture and laboratory.

3020 *Curriculum Development* (1 hour). A study of the problems involved in developing the program and environment for teaching industrial arts. Lecture and assignment.

3040 *Philosophy of Contemporary Industrial Arts* (2 hours). Current educational thought: contemporary aims, problems, and practices in education, with particular reference to industrial arts education. The general purpose of the course will be to present a philosophical insight to help students appreciate modern educational issues. Lecture and seminar.

Recommendation of Vocational, Occupational and Industrial Arts Certificates

67. Final Standing

The final standing of students in attendance in the program for the Vocational Certificate, Type B, Occupational Certificate, Type B (Practical Subjects), or for the Intermediate Certificate in Industrial Arts, will be determined by the sessional records of the respective programs. The sessional records in each program represent oral and written exercises, practical work, research reports, frequent tests, and the results of term and final examinations.

The standing of candidates will be determined by the combined results of term work and of the final examinations in the subjects of Parts I, II and IV, by the examination results of Part V, and by the record of Professional Practice in Part III.

Standing in the subjects of Parts I, II and IV will be issued as follows: A(80-100); B(70-79); C(60-69); D(50-59); F(below 50).

Final marks in any subject or for any Vocational, Occupational or Industrial Arts Certificate may not be issued until all assignments have been completed satisfactorily.

A student who obtains 50% in each of the courses in Parts I, II and IV and 50% assigned for Part III and for Part V, if applicable, may be recommended by the Council of the Faculty for the Vocational Certificate, Type B, or the Occupational Certificate, Type B (Practical Subjects) or the Intermediate Industrial Arts Certificates.

A candidate must pass a performance test before being recommended for the Intermediate Industrial Arts Certificate.

A candidate who fails or withdraws from attendance may re-attend in a subsequent year, with the approval of the Council of the Faculty.

68. Technical Proficiency Examinations

A candidate for the Vocational or Occupational Certificate, Type B, must obtain at least 50% in both the theory and practical parts of the appropriate Technical Proficiency Examination.

9. Supplemental Privileges

A candidate for the Vocational or Occupational Certificate, Type B, (Practical Subjects) or the Intermediate Certificate in Industrial Arts, who passes in Part III (Professional Practice) and fails in not more than two subjects of Parts I, II and IV, shall be exempted from further attendance. The subject(s) failed must be re-written at an annual examination to complete standing for a certificate.

It is the responsibility of the student concerned to apply, not later than July 1, for permission to write the supplemental examinations in which standing is desired.
The statements about academic records and examinations (Section 7) also apply to all candidates for Vocational, Occupational, and Industrial Arts Certificates.

FAILURE IN MORE THAN TWO SUBJECTS

Candidates who fail in more than two subjects of Part I or Part II or in either division of Part III (Professional Practice) will be required to attend and successfully complete another session as follows:
1 Candidates for Vocational or Occupational (Practical Subjects) Certificates shall attend the January-May session of the one-year program.
2 Candidates for the Vocational, or Occupational (Practical Subjects) Certificates, Type A, who fail in two or more subjects will be required to repeat the session concerned.

FAILURE IN TECHNICAL PROFICIENCY EXAMINATIONS

Candidates who obtain a standing below 50% in either the theory or practical technical proficiency examinations may attempt a supplemental examination at a time arranged by the Coordinator of Technical Proficiency Evaluation. Those who fail to obtain 50% in this supplemental examination will be excluded from further professional training.

Awards

NOTE: As the value of an endowed scholarship or prize is dependent on the actual income of the fund, it is possible that the value of certain scholarships and prizes at the time of payment may be less than the amount stated in the calendar.

70. The William Pakenham Fellowship in Education

The late Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

71. The Pakenham Memorial Prize

As a memorial to Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize to the value of the interest on $1,000. The Prize will be in the form of books, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the Faculty, in the High School Assistants' Program, Type B.

72. The Hugh W. Bryan Memorial Prize of The Ontario Secondary School Teachers' Federation

The Ontario Secondary School Teachers' Federation has founded an annual scholarship to the value of $100 in memory of a former President of the Federation, Dr. Hugh W. Bryan. The prize will be awarded by the Scholarship Committee of the Federation at the close of each session, and after receipt of a report from the Council of the Faculty of Education, to the student in regular attendance throughout the session in the High School Assistants' Program who has shown

"the most outstanding qualities of scholarship, teaching ability, and character."

73. International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $200 to be awarded annually to one or more students registered in the Faculty of Education on the basis of participation and achievement in the Computer Studies course. Applications not required.

74. The Morgan Parmenter Memorial Award in Counsellor Education

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Counsellor Education course in the one-year Bachelor of Education degree program and is based on scholarship, teaching ability and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

75. The Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1,000 to be awarded annually to one or two students registered in the Diploma in Child Study program, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Application not required.

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76. Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Director's Office, Institute of Child Study, 45 Walmer Road, Toronto, Ontario M5R 2X2.

The Institute of Child Study is a centre for professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

77. Program Leading to the Diploma in Child Study

Qualified students may participate in the academic program of the Institute under one of the following arrangements:

1 Two-year program for students enrolled in Early Childhood Education or Child Assessment and Counselling. Candidates must successfully complete ten full courses, including all courses prescribed. In special cases, the two-year program may be taken in three years.
2 One-year program for students with prior professional training and experience. Candidates must successfully complete five full courses, including all courses prescribed. The one-year program may be taken in two years.
3 Special students may enrol in one or more courses with the approval of the instructor(s).

NOTE:

1 A full course normally involves two hours per week of lectures throughout the academic year, and, in some cases, field work.
2 A student may take one or more approved courses in another division of the University as part of the Diploma program.

Academic Requirement for Admission

A bachelor's degree, with B standing, from a recognized university.

Application Procedure

Applications, on forms obtained from the Secretary of the Institute, should be submitted as early as possible in the calendar year. Enrolment is limited. In the event that a space is not immediately available, names of eligible applicants will be placed on a waiting list.

In addition to a completed application form, the following documents must be received by the Institute not later than March 15:

1 An official transcript of a complete university course, or an official transcript of university work to date and a complete official transcript as soon as available;
2 An official statement of other academic or vocational courses, if applicable;
3 Two references from persons familiar with his or her academic and professional pursuits;
4 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education in cooperation with the Ministry of Health, and applies to all personnel who work directly or indirectly with pupils in the schools.

An interview will be required of each applicant unless distance makes this impossible, in which case the application may be considered on submitted records, and the applicant will, if accepted, be interviewed at the time of registration.
For a candidate whose first language is other than English a requirement for admission may be the passing of the Communication Test for Teaching in the English Language, administered by the Faculty. (See Section 6)

Conditions for Final Standing
A student must obtain at least a B grade in all sections of the prescribed program. Grades are based on assignments throughout the year, and on attendance at and participation in seminars, projects, and field practicum. A student who fails in any part of the program may repeat that part with the approval of the Council of the Faculty.

A student who wishes special consideration because of illness or other causes should make representation in writing to the Director before the close of the academic year.

Fees (See Section 11)

Description of Programs

Early Childhood Education

This program leads to the Elementary School Teacher's Certificate, Standard Four, and to the Primary School Specialist's Certificate, as well as the Diploma in Child Study. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three- and four-year olds in the laboratory school, and further practice will be arranged in public/separate schools and in areas of special interest to the student. Students with professional training and prior experience in education may be admitted to a one-year program, arranged in consultation with the coordinator of the Early Childhood Education Program. Additional practica in infancy or research may also be arranged with the coordinator of the Early Childhood Education Program.

FIRST YEAR:
1002 Child Development*
2120 Introduction to Early Childhood Education

*Students with satisfactory prior coursework in child development may choose an alternative course.

One of 2121 Assessment of Young Children in Play and Educational Settings
1012 Analysis and Evaluation of Children's Learning
1005 Research with Children
2122 Curriculum Design and Implementation, Part I
2124 Teaching Practicum

SECOND YEAR:
6010 Structural and Legal Bases of the Ontario School System (half course)
One of 1003 Group Processes and Family Life
1007 Personality Development and Socialization
2230 Programming for Young Children
2123 Curriculum Design and Implementation Part II (half course)
2231 Advanced Teaching Practicum
Elective: equivalent of one full course

NOTE: In special circumstances, students may wish to take the program in Early Childhood Education without proceeding toward teacher certification. In such cases, some variation in the course of studies may be arranged.

79. Child Assessment and Counselling

In the first year, the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school, as part of the teacher-counsellor team.
In the second year, the student is introduced to methods of interviewing children and adults, and the theories and techniques of educational and therapeutic intervention. Opportunities are given for observation of and participation in assessment interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied. Students may arrange additional practica in infancy or research, in consultation with the coordinator of the Assessment and Counselling Program.

FIRST YEAR:
1002 Child Development*
1003 Group Processes and Family Life
3140 Introduction to the Assessment of Children's Intellectual Functioning (half course)

*Students with satisfactory prior coursework in child development may choose a second elective.

3141 Introduction to the Assessment of Children's Emotional Functioning (half course)
3142 Practicum in Educational Programs and Counselling
Elective: equivalent of one full course.

SECOND YEAR:
3250 Principles of Child Management (half course)
3251 Seminar in Interviewing and Counselling (half course)
3252 Practicum in Interviewing and Counselling (half course)
3253 Theories of Counselling
3255 Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
Elective: equivalent of one full course.

. Core Courses

1002 *Child Development.* The implications of research and theory in child development for professionals who work with children. The course will include examination of constitutional capacities and fundamental processes affecting development, the development of behaviour and skills, and the development of self processes which influence behaviour and skills. Situational and personal influences on these aspects of development will be emphasized. Prior coursework in child development is not a prerequisite.

1003 *Group Processes and Family Life.* An examination of family life from the standpoint of small group theory and research. Socialization processes in the context of family life will be related to prospects for fostering social competence. Case material and live interviews with normal families will be used to provide students with an opportunity to analyze family interaction and plan remedial programs.

1004 *Development in Infancy.* An examination of the development of children from birth to two years, with a view to understanding normal development and recognizing deviations from it. A study of the effects of prenatal influences, birth trauma, and postnatal experiences on later personality. An investigation of the research literature having a bearing on these factors. Observation of infants in various settings.

1005 *Research with Children.* An introduction to applied research with children. The first part concerns practical evaluation of published research, including purpose, design, clarity of reported results, and conclusions drawn. Students will participate in two small projects to illustrate the nature and problems of measurement in child study, and of conducting research in general. The second part concerns skills for planning, conducting, analyzing, and reporting research with children.

1006 *Theories of Human Development.* An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

1007 *Personality Development and Socialization.* An examination of major critical developments characteristic of infancy through adolescence. Mental health aspects are considered in relation to personality development at various stages with the primary focus on the concept of security. Practice is provided in the administration and interpretation of personality tests for school-age children, with emphasis on the Primary Form and Elementary Form of the Institute of Child Study Security Test.

1008 *Cognitive Development.* An investigation of the basic concepts in cognitive psychology, with emphasis on developmental aspects.

1009 *Language Development.* This course is concerned with language in the educational context. The main focus is on how language is learned and the uses and limitations of language as a tool for learning and teaching. The theoretical and empirical bases of many current reading, remedial and developmental programs are emphasized.

1011 *Programs in Special Education.* The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

1012 *Analysis and Evaluation of Children's Learning.* Through structured observational assignments and experiential exercises, students will learn to analyse the skills and knowledge prerequisite to a variety of children's learning tasks. These analyses will serve as the basis for setting individual objectives, for designing educational experiences to achieve these objectives, and for evaluating the outcome of educational intervention.

31. Early Childhood Education

2120 *Introduction to Early Childhood Education.* The nature and conditions of learning in the age range of three to thirteen years. The concept of readiness for learning is examined, as well as the situational, emotional, and cognitive aspects of learning. Emphasis is placed on the changing nature of the teacher's role as the child becomes increasingly able to direct his own learning. Work is based on practicum experiences, observations, visits, readings and projects.

2121 *Assessment of Young Children in Play and Educational Settings.* A study of young children's behaviour, with emphasis on what is called "play," combining both theory and actual observation, with the purpose of developing an educational plan to meet the needs and abilities of the individual child.

2122 *Curriculum Design and Implementation, Part I.* A study of educational techniques, and the role of the teacher in designing, implementing, and evaluating curricula for children in nursery and primary school. Although emphasis is on integrated programs, the course covers specific instructional procedures in Communications (speaking, reading, writing, dance, drama), Aesthetics (music, art, physical education), Science (mathematics, science), and Environmental Studies (social studies). Attention is also given to improving each student's background in the different subject areas.

2123 *Curriculum Design and Implementation, Part II* (half course). A continuation of course 2122 with emphasis on curricula for children from grade three through grade eight.

2124 *Teaching Practicum.* Includes an average of twelve hours a week supervised field experience in the Institute's laboratory school, in public and separate schools, and other settings, plus a four-week full-time placement following the end of academic classes.

2230 *Programming for Young Children.* Students are required to develop and carry out complete educational and activity programs for the classroom. Small groups of students work together in preparing and implementing a program which is later analyzed in the light of various educational viewpoints, such as those of Montessori, Piaget, Bruner, Bereiter, Greelman, and others. Problems of administration, community and parent relations, and educational and community resources are also examined.

2231 *Advanced Teaching Practicum.* Includes an average of twelve hours a week teaching experience, involving the development and implementation of an early childhood education program in the laboratory school, and also placement in public or separate school settings, and in a setting chosen by the student. As part of this practicum, a seminar is conducted on problems encountered, program development and implementation, parent participation, administrative issues, and community resources.

6010 *Structural and Legal Bases of the Ontario School System.* Regulatory, professional, and curricular aspects of teaching in Ontario. Topics such as the following will be treated: the organization of provincial and local systems of education; powers and duties of the various education authorities; the Education Acts and Regulations of the Province of Ontario; functions and ethics of professional organizations.

82. Child Assessment and Counselling

3140 *Introduction to the Assessment of Children's Intellectual Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing intellectual and perceptual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized method of making observations. Clear and effective report writing is also emphasized.

3141 *Introduction to the Assessment of Children's Emotional Functioning* (half course). An introduction, in seminars and practice, to theories and methods of assessing emotional functioning. The development of tests, what they measure, and their use and misuse are discussed. Clear and effective report writing is emphasized.

3142 *Practicum in Educational Programs and Counselling*. Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing, examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjuction with the practicum.

3250 *Principles of Child Management* (half course). An exploration of methods designed to encourage desirable behaviour in children and discourage undesirable behaviour. Principles of child management based on a social learning approach to behaviour will be discussed in relation to managing individual children, as well as children in groups. Self-control strategies will also be emphasized.

3251 *Seminar in Interviewing and Counselling* (half course). The purpose of this seminar is to cover a number of topics related to clinical training that are not contained under any single heading or described by any single textbook, e.g., the meaning and use of defence mechanisms, research on the efficiency of counselling, and the prediction of adult mental health status from childhood. Roughly half the topics to be covered are pre-determined, and the remainder are chosen by class interest and consensus.

3252 *Practicum in Interviewing and Counselling* (half course). This course is designed to help develop the ability to listen and respond with sensitivity and awareness. It serves as a laboratory in which techniques and skills are studied in the context of what makes a relationship therapeutic. Opportunity is given for increasing self-awareness.

3253 *Theories of Counselling*. Exploration of several theories of the counselling process. Gentle scepticism toward all will prevail. Students will use Rogerian approaches to conduct interviews which will be analyzed in class.

3255 *Practicum in Assessment and Counselling.* Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 *Rorschach Analysis* (half course). Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to clinical diagnosis and estimating prognosis in psychotherapy. This course includes practical training in the writing of personality evaluations based on Rorschach responses.

83. Elective Courses

4060 *Seminar and Practicum in Infant Care.* This course covers recent research and theory on infancy with implications for infant care, while giving students an opportunity to develop competence in infant practicum settings within the limits of an eight-week placement. Knowledge of infant development will be used to assess programs in day care centres and homes. Mental health will be studied and assessed. Prerequisite: course 1004 or equivalent. *Students planning to take this course should arrange for one placement in an infant care setting in their first year of study.*

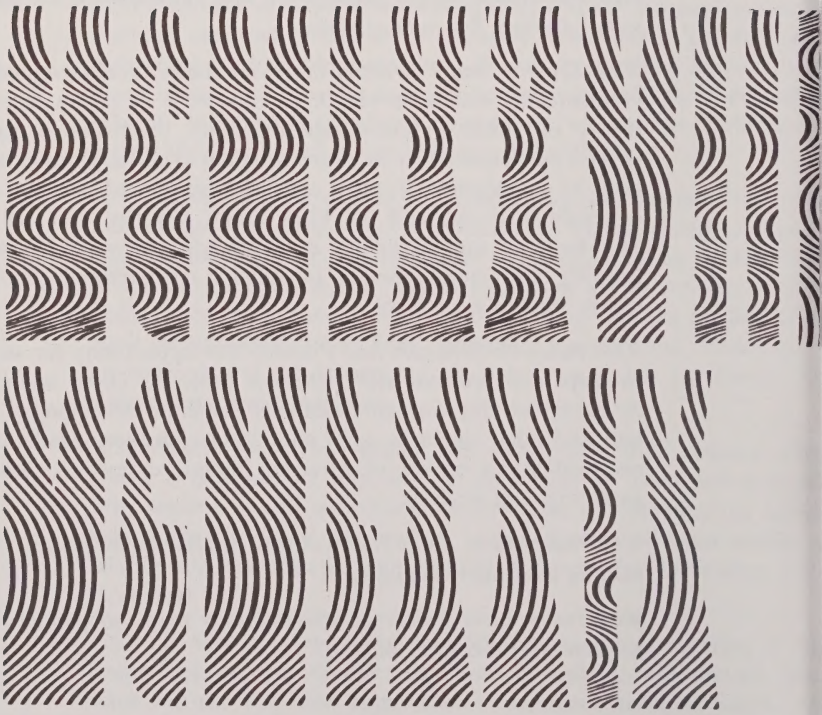
4061 Seminar and Practicum in Infant Assessment. Designed to provide students with some depth of knowledge of recent research and theory on infancy. Knowledge of infant behaviour is gained by limited participation in day care program. The recognition and diagnosis of developmental stages are emphasized, and use of a standard developmental test and the Flint Infant Security Test are learned. The basis of mental health is discussed, and ways of promoting learning and mental health in infants are explored. Prerequisite: course 1004 or equivalent.

4062 *Research Seminars and Practica.* An opportunity for students to participate in current staff research projects. These include social development, day care environments, semantic development, curriculum and other topics in early childhood education. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis.

4063 *Independent Study* (half course). Students may plan independent reading with members of staff.

4064 *Independent Research.* Students may plan independent research projects with members of staff.

Summer Session



Summer Session, 1978

For dates of individual programs, see Academic Calendar, Summer Session, 1978, p. 5.

34. Elementary hool Teachers' mmer Program Teachers with Professional Education

A six-week program leading to the Elementary School Teacher's Certificate, Standard Four.

An applicant will be admitted who holds:

a an acceptable university degree, and

b i a valid Ontario teaching certificate other than E.S.T. 4, or

ii an Ontario Letter of Standing having the force of a certificate other than E.S.T. 4, or

iii a certificate from outside Ontario lacking sufficient Foundations or Curriculum credits, and for whom attendance at this course will complete the necessary qualifications.

Applicants who do not hold an Ontario teaching certificate must submit with their application:

a a photostat of a Canadian birth certificate, or a certificate of Canadian Citizenship or Landed Immigrant status, and

b evidence of a negative tuberculin test or chest x-ray taken within the year preceding registration.

5. High School stants' Type B mmer Program Teachers with Professional Education

A six-week program leading to the High School Assistant's Certificate, Type B.

An applicant will be admitted who:

a holds a university degree approved for admission to the High School Assistants' Type B program;

b i holds an Ontario Interim Elementary School Teacher's Certificate, Standard Four; or

ii holds a Permanent Elementary School Teacher's Certificate, Standard Four, and does not have a contract with a secondary school board; or

iii holds an acceptable teaching certificate other than **i** and **ii** above; or

iv is eligible for a secondary school Letter of Standing but wishes to become familiar with the Ontario school system; or

v failed in a one-year program of a Faculty or College of Education but has been given permission by the Council of the Faculty to attend this course to make up a deficiency.

c submits evidence of a negative tuberculin test reading or chest x ray taken within the year preceding registration.

d submits a copy of a Canadian birth certificate, or a certificate o Canadian citizenship or Landed Immigrant status.

The program will consist of offerings from the following depart ments:

Educational Administration
Educational Psychology
History, Philosophy, and Sociology of Education

and an appropriate pattern of two secondary school subjects from th following (See Section 21 for prerequisites):
Computer Studies
Dramatic Arts
English
French
Geography
History
Mathematics
Physical and Health Education
Psychology and Sociology
School Librarianship
Science

86. High School Assistants' Type A Seminars

Summer Seminars leading to the following High School Assistant's Certificates, Type A, alone or in combination, will be offered, subjec to sufficient registration:
Anthropology
Art
Biology
Chemistry
Economics
English
French

Geography
History
Mathematics
Music
Physical and Health Education
Physics
Political Science
Psychology
Sociology

Admission Requirements

1 An Interim or Permanent Elementary School Teacher's Certificate, Standard Four, an Interim High School Assistant's Certificate, Type B, a Permanent High School Assistant's Certificate, an Interim Vocational Certificate, Type B, a Permanent Vocational Certificate, an Interim Occupational Certificate, Type B (Practical Subjects), or a Permanent Occupational Certificate (Practical Subjects).

2. The academic requirement as prescribed in the Ministry of Education Memorandum 1970–71:51. (Transcripts will be evaluated by the Office of Advanced Standing of the Faculty of Education.)

NOTE: If necessary to limit enrolment, preference will be given to candidates who hold permanent certificates.

Application for enrolment must be made to the Registrar, Faculty of Education, not later than May 1.

87. Business Education

Teachers who wish to enrol in any of the following Summer Sessions should write for application forms to the Principal, Business Education Summer Courses, Faculty of Education, and should submit the completed form not later than April 15.

Summer sessions leading to Part I, Part II and Specialist in Accountancy, Data Processing, Marketing, or Secretarial will be held at Central High School of Commerce, Toronto, for candidates who hold a High School Assistant's Certificate. Candidates who hold an Elementary School Teacher's Certificate, Standard Four, may attend the Intermediate courses.

Supplemental Examinations

A candidate who has failed to obtain standing in a Business Education subject at a previous session may try the supplemental examination. Applications must be made to the Chairman, Business Education Department, before March 1 in the year of writing.

88. Counsellor Education

A four-part program leads to the Specialist Certificate in Guidance. Each part will be offered in a five-week summer session.

Admission Requirements

PART I

a A certificate qualifying the candidate to teach in an elementary or secondary school in Ontario;
b Evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

PART II

Part I of the Counsellor Education Program.

PART III

a Part II of the Counsellor Education Program;
b Evidence, certified by a supervisory officer, of one year's successful teaching experience in Ontario, including at least 180 hours of successful guidance and counselling; or a letter from a supervisory officer attesting to the candidate's suitability for further training in counsellor education following completion of Part II of the Counsellor Education Program.

PART IV

Part III of the Counsellor Education Program.

Advanced Standing

Exemption from one or more courses leading to an advanced certificate may be requested upon submission of:
a transcripts of graduate courses in guidance and/or counselling;
b evidence of at least one year of successful teaching experience in Ontario, as certified by a supervisory officer.

Admission

Completed application forms must be returned, with necessary documents, not later than April 15, to the Principal, Summer Courses in Counsellor Education.

PROFESSIONAL DEVELOPMENT

Counsellors, administrators and others who hold an Ontario Specialist Certificate in Guidance or its equivalent, are encouraged to return for further course work in order to maintain their skills at optimum level. The Counsellor Education Department is prepared to create special timetables for those who wish to update their professional skills. Further information on the courses is available from the Principal.

89. Dramatic Arts

Three six-week summer sessions lead to the Specialist Certificate in Dramatic Arts. The first and second sessions lead to letters of success indicating successful completion of Parts I and II of the program. The third session leads to the Specialist Certificate in Dramatic Arts. Each course will be offered at either the Foundation or Advanced level, or

at both levels. Normally, candidates are free to select any three courses for credit toward the Specialist Certificate. Details and application forms may be obtained from the Principal, Summer School Program. Dramatic Arts Department. Applications must be submitted not later than May 10.

90. Home Economics

The following summer courses will not be given in 1978, but will be offered in 1979 and alternate years thereafter, when there are enough qualified applicants, Applications must be submitted to the Principal, Home Economics Summer Courses, not later than May 1 in the year of enrolment.

9110 *Home Economics.* A six-week course leading to the Intermediate Certificate in Home Economics.

2140 *Home Economics.* Type A Seminar leading to the High School Assistant's Certificate Type A in Home Economics.

NOTE: Enrolment in either of the above courses as a refresher may be arranged on request for holders of Ontario teaching certificates in home economics.

91. Physical and Health Education

INTERMEDIATE SUMMER SESSIONS (Secondary School Teachers)

9160 *Intermediate Part I*

9170 *Intermediate Part II*

The program leading to an Intermediate Certificate in Physical and Health Education consists of two six-week sessions (*Intermediate, Parts I and II*). Applicants for admission must hold a High School Assistant's Certificate.

SPECIALIST SUMMER SESSION (Secondary School Teachers)

9180 *Specialist*

Applicants for admission must hold a High School Assistant's Certificate and an Intermediate Certificate in Physical and Health Education, and have taught for a period of at least one year in a secondary school in Ontario, or in grade 9 or 10 of an elementary school or a separate school in Ontario, or hold a High School Assistant's Certificate and a Supervisor's Certificate in Physical and Health Education.

Applications

Application forms may be obtained from the Chairman of Physical and Health Education (978-3205). Completed application forms must be returned not later than April 15.

SUMMER COURSES FOR ELEMENTARY SCHOOL TEACHERS

The following courses leading to the appropriate Ministry of Education certificates will be offered:

9120 *Elementary, Type B.* Admission requirement: a certificate or Letter of Standing qualifying the applicant to teach in an elementary school in Ontario.

9130 *Intermediate, Type B, Part I.* Admission requirement: completion of the Elementary, Type B course or its equivalent.

9140 *Intermediate, Type B Part II.* Admission requirement: completion of Part I of the Intermediate, Type B, course.

9150 *Supervisor's Course.* Admission requirement: an Intermediate Certificate in Physical and Health Education, Type B, and at least four years' approved teaching experience.
Further information and application forms may be obtained from the Chairman, Physical and Health Education Department. Applications must be submitted not later than May 15.

Medical Certificates
Applicants are required to forward by June 15 a medical certificate from their own physician, indicating physical fitness to take a summer session in Physical and Health Education. Applications will not be finally accepted until this condition has been fulfilled.

92. School Librarianship

Specialist Course (Secondary School Librarians)
A five-week session leading to the Specialist Certificate in School Librarianship will be offered.

Admission requirements
A High School Assistant's Certificate, an Intermediate Certificate in School Librarianship, and evidence of one year's successful experience in an Ontario secondary or junior high school library, subsequent to the date of the applicant's Intermediate Certificate in School Librarianship.

Further information and application forms may be obtained from the School Librarianship Department. Completed applications must be submitted by May 1.

93. Vocational and Occupational

NOTE: Applications for any Vocational or Occupational Summer Session must be received not later than May 9 by the Chairman, Technical and Industrial Arts Department.

VOCATIONAL/OCCUPATIONAL (PRACTICAL SUBJECTS), TYPE B, SUMMER PROGRAM FOR TEACHERS WITH PROFESSIONAL EDUCATION
Courses leading to the Vocational or Occupational Certificate (Practical Subjects), Type B, will be offered for holders of a High School Assistant's Certificate (or of equivalent qualifications meeting Ministry of Education requirements for Vocational Certification) who have an assignment to teach a vocational-technical course.

The program consists of three parts:
PART I—TEACHING SUBJECTS
All candidates will take selected topics from the courses:

Principles and Methods of Teaching Vocational and Occupational Subjects 1010
Teaching a Related Subject in Vocational and Occupational Education 1030

PART II—FOUNDATIONS
Structural and Legal Bases of the Ontario School System 6010
Curriculum Development for Vocational and Occupational Education 3030

PART III—TECHNICAL PROFICENCY EXAMINATIONS
Each candidate shall be required to pass written and practical examinations to test skills attained in the subject concerned. The examinations shall be on the fundamental principles, operations, processes, and skills of the subject.

SUPPLEMENTARY VOCATIONAL SCHOOL TEACHER'S CERTIFICATE
A summer program will be offered in a number of subject areas leading to the Supplementary Vocational School Teacher's Certificate (subject named), valid for not more than one-half of a teacher's full-time teaching schedule at the intermediate level of a secondary school.

Admission Requirement
An Interim or Permanent Vocational Certificate, Type B, in the same technological cluster as that of the subject for which application is being made. An applicant whose certificates do not meet this criterion may also be admitted if sufficient background can be proven in the second subject area. Further details a' available from the Chairman, Technical and Industrial Arts Depa .ment.

The program has three components:
1 a 125-hour course in the theory and practical applications of the vocational subject.
2 a 25-hour course, "Constructing an Innovative Program," to develop competence in designing course modules or complete programs based on transfer and integration of new knowledge.
3 Technical Proficiency Examinations: written and practical examinations in the subject area as arranged by the Coordinator, Technical Proficiency Evaluation. Examinations will be held at the end of the program and will be based on the fundamental principles, operations, and skills of the subject at the intermediate level.

VOCATIONAL CERTIFICATE, TYPE A
A five-week program will be offered, leading to the Vocational Certificate, Type A.

Admission Requirements

a a Permanent Vocational Certificate, Type B;

b confirmation from the supervisory officer concerned of at least two years of satisfactory teaching and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.

The completing session will be open to a candidate who: obtains standing in the initial session; or holds an approved four-year degree in applied science (B.SC., or B.A.SC), architecture (B.ARCH.) or nursing (B.SC.N.), and an Interim Vocational Certificate, Type B, and who submits a statement from the supervisory officer concerned that he or she has taught satisfactorily for a minimum of one year.

NOTE: A candidate in the latter category will take a special program.

Program of Studies

A candidate will complete six courses consisting of four Professional Development courses and two Technological or equivalent courses.

OCCUPATIONAL CERTIFICATE; TYPE A (PRACTICAL SUBJECTS)

The initial and completing summer sessions leading to the Occupational Certificate, Type A (Practical Subjects)

Admission Requirements

a A Permanent Occupational Certificate, Type B (Practical Subjects);

b Confirmation from the supervisory officer concerned of at least two years of satisfactory teaching, and fulfilment of the academic requirements outlined in the Ministry of Education memorandum 1967–68: 30. A copy of this memorandum is available from the Faculty of Education.

The completing course will be open to a candidate who obtains standing in the initial session.

94. Industrial Arts, Specialist Certificate

A three-summer program leading to the Specialist Industrial Arts Certificate.

Admission Requirements

a An Intermediate Industrial Arts Certificate with an average of B standing in the Intermediate Industrial Arts program;

b One year's successful teaching of industrial arts subsequent to obtaining the Intermediate Certificate as confirmed by the supervisory officer concerned;

c Six grade 13 credits (one of which must be English or français), or equivalent, as approved by the Faculty.

Program of Studies

Four of the Professional Development courses, and four of the Technological courses listed in Section 95.

95. Courses, Vocational and Occupational Type A and Industrial Arts, Specialist

Successful completion of an approved selection of courses from the Professional Development and Technological lists given below will lead to recommendation for the appropriate certificate: Vocational Type A, Occupational Type A (Practical Subjects), or Industrial Arts Specialist.

NOTE:

a Candidates for the Vocational Certificate, Type A, must select courses identified by "a" after the course number: four from the Professional Development list, and two from the Technological list.

b Candidates for the Occupational Certificate, Type A (Practical Subjects), must obtain standing in all of the Professional Development courses identified by "b" after the course number. Three other selections must be made from the remaining Professional Development courses, excluding 1315, 1317, 2314, and 2326.

c Candidates for the Industrial Arts Specialist Certificate, must select courses identified by "c" after the course number: four from the Professional Development list and four from the Technological list.

PROFESSIONAL DEVELOPMENT COURSES

Administration 2311 a, c
Comparative Education 2313 a, c
Creative Problem Solving 2314 c
Constructing an Innovative Program (Subject Named) 1315
Curriculum Development 2317 a, c
Introduction to Special Education 1317
Mental Health and Hygiene 2321 b
Philosophy of Education 2323 a, c
Problems in Special Education 2325 b
Research Techniques 2326 c
Society and the School 2327 b
Supervision 2333 a, c
Test Construction and Educational Measurement 2335 a, c

TECHNOLOGICAL COURSES

Automotive Technology I 2101 a, c
Automotive Technology II 2103 a, c
Architectural Drawing I 2105 a, c
Architectural Drawing II 2107 a, c
Electrical Technology I 2109 a, c
Electrical Technology II 2111 a, c
Electronics Technology 2102 c
Fluid Power 2104 c
Food Services I 2113 a
Food Services II 2115 a

Machine Technology I 2117 a, c
Machine Technology II 2119 a, c
Mechanical Drawing I 2121 a, c
Mechanical Drawing II 2123 a, c
Photography 2106 a, c
Plastics Technology I 2108 c
Plastics Technology II 2110 c
Recreational Crafts 2112 c
Sewing and Dressmaking I 2125 a
Sewing and Dressmaking II 2127 a
Special Education I 2329 a, b, c
Special Education II 2331 a, c
Vocational Art I 2129 a, c
Vocational Art II 2131, a, c
Welding Technology I 2133 a, c
Welding Technology II 2135, a, c
Wood Technology I 2137, a, c
Wood Technology II 2139, a, c

96. Industrial Arts, Elementary Certificate

Part I and Part II of the two-summer program leading to the Elementary Certificate in Industrial Arts.

Admission Requirements

1 A certificate or a Letter of Standing qualifying the applicant to teach in an elementary or secondary school in Ontario.

2 Successful completion of Part I admits to Part II.

NOTE:

Each teacher of industrial arts in grades 1-6 must hold an Elementary School Teacher's Certificate in addition to the Industrial Arts Certificate.

A candidate admitted on a Letter of Standing may not be issued a certificate until he holds a basic Ontario teaching certificate.

Program:

PART I

Design Technology I 1112
Design Environment I 1116
Fabrication and Production I 1120
Material Science I 1124
Curriculum Development I 1312

PART II

Design Technology II 1114
Design Environment II 1118
Fabrication and Production II 1122
Material Science II 1126
Curriculum Development II 1314

1112 *Design Technology I*
Electricity: introduction to sources, characteristics, measurement, and control of electricity; methodology and teaching techniques. Lecture and laboratory.
Mechanics: an introduction to the sources, transfer, and control of power; methodology and teaching techniques. Lecture and laboratory.

1114 *Design Technology II*
Electricity: application of electrical principles in home, school, and industry; methodology and teaching techniques. Lecture and laboratory.
Mechanics: application of mechanical principles through problem solving; methodology and teaching techniques. Lecture and laboratory.

1116 *Design Environment I*
Design foundation: principles of visual design are introduced and applied in the project assignments in Fabrication. Communication: descriptive drawing and sketching as a means of observation, recording, and communication of information and ideas; methodology and teaching techniques. Lecture and laboratory.

1118 *Design Environment II*
Design foundation: introduction to design methodology and problem-solving techniques. Applications to projects in Fabrication and Curriculum Development.
Communication: further development of principles of communication through drawing and presentation, and technical drawing; methodology and teaching techniques. Lecture and laboratory.

1120 *Fabrication and Production I*
The development of basic skills in the use of hand tools and machines for the elementary grade levels utilizing natural and synthetic materials; methodology and teaching techniques. Lecture and laboratory.

1122 *Fabrication and Production II*
Further development of basic skills in the use of hand tools and machines for the elementary grade levels through a problem-solving approach; methodology and teaching techniques. Lecture and laboratory.

1124 *Material Science I*
The study of the structure and properties of natural and synthetic materials. Methodology and teaching techniques. Lecture and laboratory.

1126 *Material Science II*
Further study of the structure and properties of natural and synthetic materials. Methodology and teaching techniques. Lecture and laboratory.

1312 *Curriculum Development I*
Investigation, interpretation, and implementation of current industrial arts programs for the elementary level. Lecture and assignment.

1314 *Curriculum Development II*
A study of the factors involved in the development of an appropriate elementary industrial arts program. Lecture and assignment.

1320 *Administration I*
Principles of classroom management relating to records, equipment, supplies, housekeeping, and safety. Lecture and seminar.

1322 *Administration II*
Examination of administrative problems relating to management of budget, equipment, supplies, and records. Lecture and seminar.

98. Occupational Trades

If there are enough applicants, a six-week program leading to the Occupational Certificate, Type B (Practical Subjects) will be offered in the following subjects:

Automotive Technology I 2101
Automotive Technology II 2103
Food Services I 2113
Food Services II 2115
Machine Technology I 2117
Machine Technology II 2119
Sewing and Dressmaking I 2125
Sewing and Dressmaking II 2127
Welding Technology I 2133
Welding Technology II 2135
Wood Technology I 2137
Wood Technology II 2139

Admission Requirements
Applicants must meet the general admission requirements, and in addition have:
a an Elementary School Teacher's or High School Assistant's Certificate, and three years of related industrial experience, or
b an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Home Economics Certificate; or
c an Elementary School Teacher's or High School Assistant's Certificate, and an Intermediate Industrial Arts Certificate; or
d a Commercial-Vocational Certificate, Type B; or
e a Vocational Certificate, Type B; or

f standing in all professional courses leading to a Vocational Certificate, Type B, and an acceptable grade on the Technical Proficiency examinations, and approved practical experience in two occupational or service trade areas from the approved list;
and
g a contract to teach Occupational (Practical Subjects) for the following school year.

Before candidates in this program may be recommended for Certification, they must:
i pass two Technical Proficiency examinations following the final summer program; and
ii obtain standing in course 1317, *Introduction to Special Education.*

NOTE: Candidates who do not have the necessary work experience will be required to attend Part II of the program to complete a second practical subject. To Part II may be admitted candidates who have completed Part I.

. Attendance at mmer Sessions

Owing to the compact nature of the Summer Sessions, absenteeism cannot be tolerated except for reasons of health and then only for a maximum of five days supported by a medical doctor's statement. This regulation applies to all candidates attending all Summer Sessions.

Officers of the University 1977-78

Chancellor	A. B. B. Moore, B.A., B.D., D.D., LL.D., O.C.
Chairman of the Governing Council	M. Paikin, B.A.
President	J. R. Evans, M.D., D.PHIL., F.R.C.P.(C)
President (from July 1, 1978)	J. M. Ham, B.A.SC., S.M., SC.D.
Special Assistant to the President	J. H. Sword, M.A., LL.D.
Vice-President and Provost	D. A. Chant, M.A., PH.D., F.R.E.S., F.R.S.C., LL.D.
Vice-Provost	E. Kingstone, B.SC., M.D.C.M.
Vice-Provost	M. Israel, B.S., M.A., PH.D.
Vice-Provost	R. W. Missen, B.SC., M.SC., PH.D.
Vice-President Research and Planning	H. C. Eastman, PH.D.
Vice-President Business Affairs	A. G. Rankin, B.COM., F.C.A.
Vice-President Internal Affairs	F. Iacobucci, B.COM., LL.B., DIP.INT.LAW
University Ombudsman	E. A. McKee, M.A.
Chief Librarian	R. Blackburn, M.A., B.L.S., M.S., LL.D.
Secretary of the Governing Council	D. S. Claringbold
Director of Admissions	W. Kent, M.A.
Director of Student Awards	P. S. Phillips, B.A., C.A.
Director of Student Record Services	J. C. Wilson, B.A.SC., M.SC., PH.D.
Warden of Hart House	R. M. H. Alway, M.A., PHIL.M.
Coordinator of Campus Services	H. L. Reimer, B.A., B.PAED.
Director of the Advisory Bureau	D. J. McCulloch, B.A., M.D., D.PSYCH., F.R.C.P.(C)
Director of Athletics	A. J. Fraser, B.SC. (P.E.). M.A.
Director of Career Counselling and Placement Centre	R. Frankle, B.A.
Director of University Health Service	G. E. Wodehouse, M.C., M.D., F.R.C.P.(C), M.R.C.P.
Director of Housing Service	S. Mason, B.A.
Director of International Student Centre	E. Paterson, B.A.

Index

4 Academic Calendar, One-Year Program
5 Academic Calendar, Summer Session, 1978
16 Academic Records
Academic Standing (See Conditions for Final Standing)
Admission Requirements
31 High School Assistants' Program, Type A
24 High School Assistants' Program, Type B
61 Industrial Arts
70 Institute of Child Study
56 Vocational and Occupational
17 Appeals
33 Art Education
17 Attendance Requirement
66 Awards
24, 55, 59 Bachelor of Education Degree, One-Year Program
53 Bachelor of Education Degree Program (Woodsworth College)
66 Bryan Memorial Prize
22 Bursaries for Second-Language Teachers, Summer Session
34 Business Education
1 Campus Map
21 Canada Student Loans Plan
Certificates, Teaching
Additional Certificates (See under Art Education, Business Education, Counsellor Education, Developmental Reading, Dramatic Arts, Home Economics, Industrial Arts, Music, Physical and Health Education, School Librarianship, Special Education, Teaching English as a Second Language, Teaching French as a Second Language)
30 Elementary School Teacher's, Standard Four
31 High School Assistant's, Type A
23 High School Assistant's, Type B
61 Industrial Arts
59 Occupational, Type A
57 Occupational, Type B
71 Primary School Specialist's
59 Vocational, Type A
57 Vocational, Type B
17, 55 Certification

72, 76 Child Assessment and Counselling
16 Communication Test for Teaching in the English Language
28, 46 Complementary Studies
34 Computer Studies
29, 64, 71 Conditions for Final Standing
35 Counsellor Education
35 Developmental Reading
70 Diploma, Child Study
55 Diploma in Technical Education
36 Dramatic Arts
71, 75 Early Childhood Education
36 Economics
43 Educational Administration
27, 43 Educational Foundations
44 Educational Psychology
30 Elementary Education
36 English
16 Examinations
16 Facility in English
19 Fees
21 Financial Assistance
25 Foreign Students
39 French
37 Geography
37 Geology
39 German
40 Greek
Guidance (See Counsellor Education)
16 Guidance Centre
15 Health Centre, Faculty of Education
6 Historical Note
38 History
45 History, Philosophy and Sociology of Education
38 Home Economics
39 Industrial Arts, High School Assistants' Program
61 Industrial Arts, Programs and Certificates
69 Institute of Child Study
17, 24, 55 Interim and Permanent Certificates
67 International Business Machines Scholarship
39 Italian
16 Language Regulations for Applicants
40 Latin
15 Library, Faculty of Education
16 Marks, Checking of
39 Mathematics Education

67 McCarthy Memorial Scholarship
17 Ministry of Education Regulations
39 Modern and Classical Languages
41 Music
55 Occupational Programs and Certificates
90 Occupational Trades
92 Officers of the University
Ontario Secondary School Teaching Certificates (See Certificates)
21 Ontario Student Assistant Program (OSAP)
66 Pakenham Fellowship in Education
66 Pakenham Memorial Prize
67 Parmenter Memorial Award
53 Part-time Study
64 Performance Test, Industrial Arts
24, 55 Permanent Certificates
41 Physical and Health Education
41 Political Science
Practice Teaching
4, 27 High School Assistants' Program
62 Industrial Arts
58 Vocational and Occupational
25 Pre-session Observation Period
Programs, One-Year
31 High School Assistants', Type A
24 High School Assistants', Type B and B.ED. degree
61 Industrial Arts
54 Vocational or Occupational
42 Psychology and Sociology
43 Required Course
17 Results Withheld
66 Scholarships and Prizes
42 School Librarianship
42 Science Education
39 Spanish
43 Special Education
15 Speech Service
Spring Programs
62 Industrial Arts
57 Vocational or Occupational
8 Staff, Faculty of Education
16 Student Governments of the Faculty
Summer Session
5 Academic Calendar
91 Attendenace Requirement
81 Business Education

81 Counsellor Education
82 Dramatic Arts
79 Elementary School Teachers', Standard Four for Teachers with Professional Education
20 Fees
79 High School Assistants', Type B, for Teachers with Professional Education
80 High School Assistants', Type A Seminars
82 Home Economics
88 Industrial Arts, Elementary Certificate
86 Industrial Arts, Specialist Certificate
83 Physical and Health Education
90 Occupational Trades
84 School Librarianship
84, 86 Vocational and Occupational
29, 65 Supplemental Privileges
20 Supplemental Examination Fees
37 Teaching English as a Second Language
26, 33, 58 Teaching Subjects
55, 61 Technical and Industrial Arts Programs and Certificates
64 Technical Proficiency Examinations
17 Transcripts
31 Type A (See also under Departments)
16 University of Toronto Schools
55 Vocational and Occupational Programs and Certificates
53 Woodsworth College

Faculty of Education

University of Toronto

Calendar

1979/80

Faculty of Education

University of Toronto

Calendar

1979/80

Notice

Curriculum

At the time of printing, the courses of instruction described in this calendar are those intended to be offered in the academic year 1979-80. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but the provision of such instruction cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course of instruction described in this calendar, in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Contents

3 Academic Calendar, Summer 1979

4 Academic Calendar, 1979-80

5 History and Function of the Faculty of Education

PROGRAMS:

6 **1 Bachelor of Education Degree and Ontario Teacher's Certificate**

26 **2 Technological Studies**

30 **3 Institute of Child Study**

36 **4 Continuing Education and Graduate Studies**

Additional Qualifications for Teachers

Master of Arts/Science in Teaching

Woodsworth College – Bachelor of Education

38 **Faculty and University Information**

Regulations

Fees and Financial Assistance

Awards

General Information

Faculty of Education Staff 1978-79

Officers of the University

47 Index

Academic Calendar, Summer Session, 1979

uly 3 to August 3	Business Education: Accounting, Data Processing, Marketing, and Secretarial, Parts I, II, and Specialist
uly 3 to August 3	Dramatic Arts, Parts I, II, and Specialist
uly 3 to August 3	English as a Second Language, Parts I, II, and Specialist
uly 3 to July 27	Environmental Science, Part I
uly 3 to August 3	French as a Second Language, Parts I, II, and Specialist
uly 3 to August 10	General Studies, Honour Specialist
uly 3 to August 3	Guidance, Parts I, II, and Specialist
uly 3 to August 3	Home Economics, Parts I, II
uly 3 to August 3	Industrial Arts, Parts I, II, and Specialist
uly 3 to July 27	Intermediate Education, Part I
uly 3 to August 3	Intermediate Division (Basic)
uly 3 to July 27	Junior Education, Parts I, II, and Specialist
uly 3 to July 27	Junior Division (Basic)
uly 3 to August 3	Librarianship, Specialist
uly 3 to August 3	Media, Parts I, II
uly 3 to August 3	Multiculturalism in Education, Parts I, II
uly 3 to August 3	Physical and Health Education: Primary/Junior, Parts I, II, and Specialist
uly 3 to August 3	Physical and Health Education: Intermediate/Senior, Parts I, II, and Specialist
uly 3 to July 27	Primary Education, Parts I, II, and Specialist
uly 3 to July 27	Primary Division (Basic)
uly 3 to July 27	Reading, Parts I, II, and Specialist
uly 3 to August 3	Special Education, Parts I, II, and Specialist
uly 3 to August 3	Senior Division (Basic)
uly 3 to August 3	Technological Studies Basic and/or Advanced Levels
uly 3 to August 3	Technological Studies Basic Level
uly 3 to August 3	Technological Studies, Honour Specialist
uly 3 to August 3	Type A, Vocational
uly 3 to August 3	Type A, Occupational

Academic Calendar, 1979-80

Fall Term, 1979–Semester I

September 5 – 7	Registration
September 10	Classes begin
September 21	Last date for course changes
October 8	Thanksgiving Day
December 14	Classes end
December 17 – 19	Examinations

Spring Term, 1980–Semester II

January 2	Classes resume
January 15	Last date for receiving second instalment of fees
February 18 – 22	Reading week
April 3	Last date for withdrawal without academic penalty
April 4	Good Friday
April 18	Classes end
April 23 – 29	Examinations
April 28	Spring Program Technological Studies begins
June 21	Last date for accepting applications for August supplemental examinations

istory and Function of the aculty of Education

story

ıen secondary education in Upper Canada was icially introduced in 1807, qualifications for ıchers were ill-defined and professional training ıs non-existent. Nevertheless, a surprising mber of 'educated gentlemen' found their way ɔ the classrooms of the District Grammar hools. Unfortunately, the supply of these ɔerior pedagogues failed to keep pace with the ɔwth of the population and the subsequent rease in schools. But in spite of the difficulties countered, no serious attempt to provide ıcher training was made for more than half a ntury.

Beginning in 1858, several experiments olving model schools and training institutes re conducted with the aim of improving the ademic and professional qualifications of ıchers. None of these endeavours met with any despread satisfaction, and in 1890 all such erations were supplanted by a provincial School Pedagogy in Toronto. Seven years later this titution was moved to Hamilton and renamed Ontario Normal College.

In 1906, the training of secondary school ıchers was modified drastically when faculties of ucation were organized at the University of ronto and at Queen's University. In Toronto, the culty offered professional secondary school urses in Pedagogy. In order to improve the ıctical and experimental aspects of its program, Faculty established, in 1910, the University of ronto Schools, to serve as a practice school. This pattern of teacher training continued until er the close of World War I. In 1920, it came to abrupt end when the Faculty of Education at een's was discontinued and the Faculty at ronto was designated as the Ontario College of ucation, University of Toronto.

In the following years the College expanded its ɔgram, services, and facilities, and added a mber of important departments: the Guidance ntre in 1943 and the Vocational and Industrial s Department in 1946.

During a period of forty-five years the Ontario llege of Education was the sole institution in the ɔvince for the preparation of secondary school ıchers. In 1965, the situation altered with the ening of Althouse College of Education, The iversity of Western Ontario. Since then several ıer faculties of education have been established Ontario.

In 1966, the Departments of Graduate Studies d Research were transferred to the Ontario titute for Studies in Education. In the same year ıew agreement for the operation of the Ontario llege of Education was made between the nister of Education and the University of ronto, establishing a College Council and Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* Since that time there has been further expansion with the addition of the Educational Media Centre in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated as the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MSCT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. An MAT program in English and an MSCT program in mathematics will be offered in 1979, with other MSCT disciplines to be added later.

Function of the Faculty of Education

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's one-year programs lead to the basic Ontario Teacher's Certificate (O.T.C.), which qualifies the holder to apply for a teaching position in Ontario elementary, secondary, and vocational schools. Holders of the O.T.C. may obtain additional qualifications in evening and summer courses offered by the Faculty.

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, a Master of Arts/Science in Teaching degree is available through part-time study.

1

One-Year Program

Bachelor of Education and Ontario Teacher's Certificate Program

The degree of Bachelor of Education will be awarded by the University of Toronto to students on successful completion of the one-year program which leads also to the Ontario Teacher's Certificate (O.T.C.) awarded by the Ontario Ministry of Education. This certificate qualifies the holder to teach in Ontario schools.

Admission

pplicants must hold an approved degree from n accredited university. Preference is given to ıose who have attained a high academic average, nd to those with relevant experience, such as in ork with children and adolescents, which offers vidence of a special interest in teaching. eference is also given to those who have lected teaching subjects for which there is a gh demand in the system.

ınguage Regulations

ı applicant whose first language is other than nglish may be required to pass the ɔmmunication Test for Teaching in the English ınguage. The test will be conducted by a ɔmmittee composed of representatives of the ntario Secondary School Teachers' Federation, e Department of English of the University of ɔronto, and the Council of the Faculty.

dmission of Foreign Students

ie Faculty welcomes qualified overseas students ıo plan to return to their own countries on mpletion of their studies. Efforts are made to eet their special needs insofar as the resources the Faculty permit. Foreign students and others *ıo are candidates for the Bachelor of Education gree but not for an Ontario Teacher's Certificate* ust comply with such conditions of admission as e Council of the Faculty may determine.

Application Procedure

An official transcript of all completed degree credit work must be submitted with the original application. An approved university degree program must include at least 45 credits in arts, science or commerce, (not in education), subsequent to grade 13, or equivalent. A credit is defined as one-fifteenth of a university year.

Before applications are complete, applicants who are offered conditional acceptance must also submit:

- a photostat of a Canadian birth certificate, or a certificate of Canadian citizenship or permanent resident status;*
- a photostat of a marriage certificate (required only from married women, to substantiate a name change);
- satisfactory evidence of a negative tuberculin test reading or chest x-ray, taken within the year preceding registration.
  This is a requirement of the Ministry of Education.

Full instructions for applying may be obtained from the Faculty Registrar. Application forms are available on request from the Office of the Registrar, and from most Ontario university placement offices.

*Students with permanent resident status may be granted by the Minister a Temporary Letter of Standing valid for one year, in lieu of an O.T.C.

Program of Studies

The program has five components:
- Teaching Options
- Foundations
- Practice Teaching
- Complementary Studies
- School Law in Ontario

Teaching Options

Candidates must select one of the following areas of specialization:
Primary/Junior (junior kindergarten to grade 6)
Junior/Intermediate (grades 4 to 10)
Intermediate/Senior (grades 7 to 13)

Primary/Junior
This program comprises two courses, *Primary Education* 1400 and *Junior Education* 1410.

Junior/Intermediate
This program comprises three courses: *Junior* 1410 and two intermediate courses, at least one of which must be selected from List A, with a second from either List A or List B. Prerequisites, if any, are given in the course descriptions.

LIST A	LIST B
Dramatic Arts 1071	English as a Second Language 1320
English 1101	Guidance 1050
French 1111*	Reading 1060
Geography 1441	School Librarianship 1290
History 1151	Special Education 1320
Home Economics 1161	
Industrial Arts 1170	
Mathematics Education 1221	
Music 1241	
Physical and Health Education 1251	
Science 1301	
Visual Arts 1011	

*Students are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar.

Intermediate/Senior
This program comprises two courses, at least or of which must be selected from List A, with a second from either List A or List B. Prerequisites any, are given in the course descriptions.

LIST A	LIST B
Business Education*	English as a Second Language 1330
Accounting 1340	Guidance 1050
Data Processing 1350	Reading 1060
Marketing 1360	School Librarianship 1290
Secretarial 1370	Special Education 13
Computer Science 1040	
Dramatic Arts 1070	
Economics 1080	
English 1100	
Environmental Science 1380	
French 1110†	
Geography 1440	
Geology 1130	
German 1140†	
Greek 1210	
History 1150	
Home Economics 1160	
Industrial Arts 1170	
Italian 1190†	
Latin 1200	
Mathematics Education 1220	
Man in Society 1270	
Music	
Vocal 1240 and Instrumental 1230	
Physical and Health Education 1250	
Political Science 1260	
Science 1300	
Spanish 1310†	
Visual Arts 1010	

*Students electing to teach Business Education must choose *two* business courses.

†Students are advised not to elect a modern language unless they have oral proficiency in it, and a thorough knowledge of its grammar.

Foundations

A candidate will take three Foundations courses, one from each of the departments of Educational Administration, Educational Psychology, and History, Philosophy, and Sociology of Education.

Educational Administration
Administration in the Modern School 3050
Evaluation of Student Performance 3040
The Individual Student and the School Program 3030
Program Organization 3020
Individual Research Project (Educational Administration) 3060

Educational Psychology
Contemporary Issues in Educational Psychology 3260
Learning and Human Behaviour 3070
Teaching—an Interpersonal Process 3110
Understanding Children and Youth 3100
Individual Research Project (Educational Psychology) 3270

History, Philosophy, and Sociology of Education
Authority and Freedom in School 3190
Comparative Education 3130
Cross-Cultural Education 3210
The Development of Canadian Education 3200
School and Society 3160
Developing a Personal Philosophy of Education 3140
Individual Research Project (History, Philosophy, and Sociology of Education) 3240

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

Complementary Studies

Candidates will select one of the following courses, which offer them the opportunity to concentrate on one of their teaching subjects, or to explore another area of education.

Art and Interdisciplinary Studies 5020
Children's Literature 5040
Classroom Communication 5390
Communication Arts in Modern English 5050
Counselling Skills for Teachers 5340
Culture and Society as They Relate to the Teaching of French 5070
Current Health Problems in School and Society 5080
Curriculum Theory and Design 5360
Design Education 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics 5100
Drama in Elementary Education 5110
Educational Media 5120
Environmental Studies 5140
Explorations in Creative Learning and Teaching 5400
Film in the Classroom 5450
French as a Second Language 5150
Game Theory and Simulation in Relation to Learning 5370
Group Theory and Group Skills in Education 5170
Introduction to Adult Learning and Teaching 5460
Language in the Schools 5240
Measurement and Evaluation 5350
Methods of Child Study 5030
Multiculturalism, the School, and the Curriculum 5410
Outdoor Education 5200
Practical Skills for Constructing Teaching Aids 5300
Reading in the Secondary School 5260
Recent Developments in Modern Language Teaching 5270
Relationships among Teachers, Parents, and Children 5380
The Resource Centre and the Elementary School Teacher 5430
The Resource Centre and the Secondary School Teacher 5420
Teaching Current Events 5470
Teaching Social Issues 5440
Understanding and Personal Use of Computers 5060
The Use of Graphic Illustrations in the Classroom 5480
Values Education 5210
Voice and Speech in the Classroom 5330

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Bachelor of Education degree and to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

NOTE: The last date for changing optional subjects or courses will be September 21; thereafter, changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 38-39.

In each case, the numeral in brackets indicates the number of lecture hours per week.

'Intermediate' in the title designates a one-semester course. Intermediate/Senior courses las the full year.

Some of the following courses are related to Honour Specialist or three-session Specialist courses. For details and regulations see 'Additional Qualifications for Teachers,' page 36.

Teaching Options

Business Education

Business Education is divided into four subject areas: Accounting, Data Processing, Marketing, and Secretarial. Candidates enrolled in Business Education will select any two of these four courses, and will also take instruction in typewriting methodology.

1340 Accounting (5 hours)
Strategies of teaching accounting at all levels. The course includes modules on curriculum development, performance objectives, individualized units, competency-based instruction, evaluation, and the establishment and maintenance of a proper classroom learning environment. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Accounting.
Three-session Specialist course in Accounting
9341 Part I
9342 Part II
9343 Specialist

1350 Data Processing (5 hours)
This course will prepare students to design computer studies material on a modular basis. Students will also study teaching strategies for computer concepts, applications of computers in society, and problem-solving techniques using the computer. For further details see *Computer Studies* 1040. On successful completion of this course a candidate may qualify for entry into Part I of the three-session Specialist course in Data Processing.
Three-session Specialist course in Data Processing
9351 Part I
9352 Part II
9353 Specialist

1360 Marketing (5 hours)
An examination of retail organization and operations, and of the distributive process at the retail level, together with the principles of teaching these aspects of marketing. Students will undertake an extensive study of marketing policies and techniques, and will investigate innovative teaching methods and the development of courses. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Marketing.
Three-session Specialist course in Marketing
9361 Part I
9362 Part II
9363 Specialist

1370 Secretarial (5 hours)
The theory and practice of teaching Pitman Shorterhand and related stenographic procedures, with emphasis on the development of innovative and effective teaching techniques. The psychology of learning as applied to the teaching of secretarial subjects will be an integral part of the program. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Secretarial.
Three-session Specialist course in Secretarial
9371 Part I
9372 Part II
9373 Specialist

Computer Science

1040 Computer Science (5 hours)
One segment of the course will help to prepare students for the teaching/learning process and for designing computer studies material on a modular basis. Major areas consist of: use of teaching strategies; preparation of instructional objectives; application of an evaluation philosophy; development of a problem-oriented approach to computer education; modular course design; motivation techniques; use of available resources; reinforcement of basic computer concepts through a hypothetical computer; creation of an effective learning environment. The second segment will emphasize problem-solving techniques using the computer. Topics include: basic computer concepts; applications of computers in society; flowcharting methods; computer terminology; information flow through a computer system; high-level language as a vehicle of communication; program debugging; documentation procedures.

2040 Computer Science Honour Specialist
A course designed to explore the principles and practices of teaching computing in the secondary schools. Topics to be discussed: the use of introductory languages, elements of problem design and problem solving, individual student differences, the use of the computer as an instructional tool, and the effect of computer studies on other classroom studies.

Dramatic Arts

1071 Dramatic Arts Intermediate (5 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech and oral interpretation. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.

1070 Dramatic Arts Intermediate/Senior (5 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purposes of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Dramatic Arts.
Three-session Specialist course in Dramatic Arts
9071 Part I
9072 Part II
9073 Specialist

2050 Dramatic Arts Honour Specialist
An examination of the philosophy of drama in education through discussion and research. Candidates will create and participate in a theatre-in-education project designed for school students.

Economics

1080 Economics (5 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Prerequisites: Three university courses (9 credits) in economics.

2060 Economics Honour Specialist
An intensive study of the principles and methodology of modern economics relevant to the development of practical secondary school programs in this discipline. A model learning program will be critically analysed and portions of it presented for group evaluation on the basis of clarity, precision, and appeal. An instructional plan for a major unit of one of the courses proposed in the Ministry of Education guideline for economics will be prepared.

English

1101 English Intermediate (5 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom. Prerequisites: Two university courses (6 credits) in English.

1100 English Intermediate/Senior (5 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Curriculum planning, methods of evaluating students' progress, strategies for promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

2070 English Honour Specialist
Teaching and discussion of selected topics; the English specialist; the head of the department; new methods; sequential programming; thematic study; comparative techniques; enrichment; acceleration; the slower learner; educational television; the new grammar; works in translation; remedial and developmental reading; advanced and general courses; mass media; creative thinking; creative writing; professional development; the nongraded school; the future of English studies.

English as a Second Language

1330 English as a Second Language (5 hours)
Designed for teachers of New Canadian students at all levels from primary to senior. The following topics are covered: basic methods of instruction in speaking, listening, reading, and writing skills; first language acquisition; aspects of syntax and phonology of English relating to second language acquisition; problems of placement and evaluation; the use of teaching aids such as film, records, newspapers, TV, and special ESL materials. Considerable attention will be given to socio-cultural factors in immigrant adaptation, community services, and ethnographic patterns in Ontario. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in English as a Second Language.
Prerequisites: Four courses (12 credits) in any combination of English, moderns, linguistics, sociology, or psychology.
Three-session Specialist course in English as a Second Language
9331 Part I
9332 Part II
9333 Specialist

ıvironmental Science

80 Environmental Science Intermediate/
ənior (5 hours)
ɔnsideration will be given to the aims and
jectives of environmental education, curriculum
sign, unit and lesson planning, and methods of
aching. Areas of study include freshwater and
restrial ecology, agriculture, forestry, mineral
sources, urban and rural planning, energy
nservation, and population ecology. Field
perience will be provided. On successful
mpletion of this course a candidate may qualify
entry into Part II of the three-session Specialist
urse in Environmental Science. It is
commended that candidates have a background
science or geography.
ree-session Specialist course in Environmental
ience
81 Part I
82 Part II
83 Specialist

60 Environmental Science Honour Specialist
is course deals with the planning, development,
plementation, and evaluation of environmental
ence programs at all levels from K to 13. Areas
study include: ecosystem models and their use
environmental education; systems ecology;
velopment of unit plans for the study of
shwater and terrestrial ecology, horticulture,
riculture, resource management, urban and
al land use planning, and energy conservation;
vironmental law; attitude and behaviour studies;
investigation of environmental policies,
ɔgrams and guidelines at various governmental
els.

ench

11 French Intermediate (5 hours)
is course has three components: methodology,
plied phonology, and language practice.
chniques for handling particular teaching
uations are evaluated by discussion and
actice. Opportunities are provided for students
acquire specific oral skills and corrective
chniques related to language learning. Students
l gain experience with a wide variety of
diovisual materials, and will be introduced to the
ajor programs currently in use in the
ermediate division. Students enrolled in this
urse must take *French as a Second Language*
51 as their Complementary Studies requirement.
erequisites: Two university courses (6 credits) in
ench.

5151 French as a Second Language (4 hours)
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate* 1111. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.

1010 French Intermediate/Senior (5 hours)
This course has three components: methodology, applied phonology, and language practice. Techniques for handling particular teaching situations are evaluated by discussion and practice. Opportunities are provided for students to acquire specific oral skills and corrective techniques related to language learning. Students will gain experience with a wide variety of audiovisual materials, and will be introduced to the major programs currently in use in the intermediate and senior divisions. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Prerequisites: Two university courses (6 credits) in French.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

2080 French Honour Specialist
Methods of presenting work as outlined in the Ministry of Education guidelines will be studied in depth. Topics will include linguistics, learning theory and teaching practice, curriculum, culture, reference works, resource materials, textual research, and preparation of teaching modules.

Geography

1441 Geography Intermediate (5 hours)
Curriculum planning and program development organized to assist prospective teachers. Learning experiences are studied in which there is an integration of learner characteristics, styles of learning, and instructional techniques and procedures.
Prerequisites: Two university courses (6 credits) in geography.

1440 Geography Intermediate/Senior (5 hours)
For course content and prerequisites, see *Geography Intermediate* 1441.

2090 Geography Honour Specialist
A course concerned with the study of principles of curriculum design as models for the development of geography curricula to meet various future conditions in education.

Geology

1130 Geology Intermediate/Senior (5 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.

2100 Geology Honour Specialist
An examination of the principles of curriculum design as models for the development of geology curricula to meet changing conditions in education.

German

1140 German Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1010.
Prerequisites: Two university courses (6 credits) in German.

2110 German Honour Specialist
For course content see *French Honour Specialist* 2080.

Greek

1210 Greek Intermediate/Senior (5 hours)
This course may be taken only in conjunction with *Latin* 1200. For course content see *Latin* 1200.
Prerequisites: Two university courses (6 credits) in Greek.

2120 Greek Honour Specialist
For course content see *Latin Honour Specialist* 2160.

Guidance

1050 Guidance (5 hours)
This course provides an opportunity for students to develop more effective counselling skills. Emphasis will be on the following general areas: guidance for human development; the counsello as change agent; counselling theories and approaches; interpersonal skills and human relations. Training methods will include small group activities, micro-counselling, and case studies. On successful completion of this course candidate may qualify for entry into Part II of the three-session Specialist course in Guidance.
Prerequisites: Three university courses (9 credits in the social sciences.
Three-session Specialist course in Guidance
9051 Part I
9052 Part II
9053 Specialist

History

1151 History Intermediate (5 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadia history for grades 7 and 8; selection of contemporary issues from English-French and Canadian-American relations, international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis or the contributions of the British, French, and nativ peoples. Teaching methods and evaluation techniques appropriate to the intermediate grade will be demonstrated in dealing with the above topics.
Prerequisites: Two university courses (6 credits) history.

1150 History Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to classroom practice: cognitive and affective objectives in teaching history; organizational approaches to the study of history, such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics, and strategies in teaching history; evaluation of students; dealing with individual student differences; principles of curriculum design.
Prerequisites: Two university courses (6 credits) history.

30 History Honour Specialist
series of lectures, demonstrations, and minars, emphasizing the practical application of e following: the critical philosophy of history, storians' methods, and the problems of historical owledge; the approaches of selected historians d philosophers to these problems; cognitive and ective objectives in teaching history; proaches such as by themes, chronology, or oblems; various forms of methodology; analysis student difficulties; evaluation of the ectiveness of teaching and learning.

ome Economics

61 Home Economics Intermediate (5 hours)
exploration of the needs of students at the ermediate level, with emphasis on concepts nificant to Family Studies curricula, lesson nning, relevant teaching aids and resource terials. On successful completion of this urse, a candidate may qualify for entry into Part f the three-session Specialist course in Home onomics.
erequisites: Five university courses (15 credits). e following areas of study should be presented in these courses: food and nutrition, thing and textiles, family and child velopment, housing and interior design, and nagement and consumer economics.

60 Home Economics Intermediate/Senior hours)
exploration of the needs of Family Studies dents at the intermediate and senior levels with phasis on techniques of teaching, meeting the eds of students and their families in a variety of cumstances and environments, teaching aids d resources, lesson planning and curriculum sign. On successful completion of this course, a ndidate may qualify for entry into Part II of the ee-session Specialist course in Home onomics.
erequisites: Five university courses (15 credits). e following areas of study should be presented in these courses: food and nutrition, thing and textiles, family and child velopment, housing and interior design, and nagement and consumer economics.
ree-session Specialist course in Home onomics
61 Part I
62 Part II
63 Specialist

2140 Home Economics Honour Specialist
A course designed to broaden concepts and provide insights into the field of home economics education, with emphasis on leadership roles and responsibilities in the school and community. Students are encouraged to develop a philosophy to meet present and future challenges.

Industrial Arts

1170 Industrial Arts (7 hours)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is required. Candidates must select *Design Education* 5090 as their Complementary Studies course. On successful completion of course 1170 and having demonstrated competence in the subject by passing a written and practical proficiency examination, a candidate may qualify for entry into Part II of the three-session Specialist course in Industrial Arts.
Three-session Specialist course in Industrial Arts
9171 Part I
9172 Part II
9173 Specialist

Intermediate Education

9600 Intermediate Education
Any two subjects from those listed under the Junior/Intermediate program (see page 8). Teachers who wish to specialize in the intermediate division may take the following three-session Specialist course:
Three-session Specialist course in Intermediate Education
9431 Part I
9432 Part II
9433 Specialist

Italian

1190 Italian Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1010.
Prerequisites: Two university courses (6 credits) in Italian.

2150 Italian Honour Specialist
For course content see *French Honour Specialist* 2080.

Junior Education

1410 Junior Education (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1410 is required to spend a minimum of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the junior division may take the following three-session Specialist course:
Three-session Specialist course in Junior Education
9411 Part I
9412 Part II
9413 Specialist

Latin

1200 Latin Intermediate/Senior (5 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids, and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.

2160 Latin Honour Specialist
An examination of techniques involved in curriculum planning and presentation with emphasis on finding and preparing material from the extensive corpus of Latin and Greek literature; advanced grammar and syntax.

Man in Society

1270 Man in Society Intermediate/Senior (5 hours)
Lectures, demonstrations, and seminars designe to prepare candidates to teach the secondary school course, Man in Society. Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education wil given in a series of presentations and discussion outlining fundamental teaching strategies.
Prerequisites: Three university courses (9 credits in psychology, sociology, or anthropology.

2220 Man in Society Honour Specialist
A preparation for teaching Man in Society and related experimental courses, such as grade 13 sociology, women's studies, and futurology. Topics to be covered include curriculum development, teaching methods, evaluation techniques, and resource materials. A brief introduction to the field of special education will given in presentations and discussions outlining fundamental teaching strategies.

Mathematics Education

1221 Mathematics Education Intermediate (5 hours)
A consideration of mathematics education at the intermediate level including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate guidelines
Prerequisites: Two university courses (6 credits) mathematics. It is recommended that candidates have studied the following areas at the secondar or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

1220 Mathematics Education Intermediate/ Senior (5 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, an selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) mathematics. It is recommended that candidates have studied the following areas in their universit courses: calculus, linear algebra, statistics, problem solving.

2170 Mathematics Education Honour Specialist
Seminar discussions will analyse procedures involved in the development of mathematics curricula for the primary, junior, intermediate, and senior divisions, and the accompanying responsibilities of departmental administration and professional leadership.

Music
All students enrolled in courses 1241 or 1240 must also take *Instrumental Music* 1230, in lieu of a Complementary Studies course.

1241 Music – Vocal Intermediate (4 hours)
A multi-faceted approach to music learning, which involves the expansion of aural awareness and musical sensitivity through sound explorations, improvisations, manipulations of musical materials and procedures, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or background.

1240 Music—Vocal Intermediate/Senior (4 hours)
Approaches to the development of aural sensitivity through performance, listening, analysis, and problem solving; implementation of the different teaching styles; design of units reflecting aims and objectives within Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music, or background.

1230 Music – Instrumental Intermediate/Senior (4 hours)
A practical course emphasizing the individual mastery of instruments and methods of class teaching. May be taken only in conjunction with *Music – Vocal* 1241 or 1240, in lieu of a Complementary Studies course. On successful completion of either course 1241 or 1240, and *Music – Instrumental* 1230, a candidate may qualify for entry into Part II of the two following three-session Specialist courses:
Three-session Specialist course in Music – Instrumental
9231 Part I
9232 Part II
9233 Specialist
Three-session Specialist course in Music – Vocal Intermediate/Senior
9241 Part I
9242 Part II
9243 Specialist

The following course is offered to teachers wishing to specialize in music at the primary or junior level:
Three-session Specialist course in Music – Vocal Primary/Junior
9261 Part I
9262 Part II
9263 Specialist

2180 Music Honour Specialist
An examination of current theories of learning, musical aesthetics, philosophies of music education, and of principles involved in the development of curricula.

Physical and Health Education

1251 Physical and Health Education Intermediate (5 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials, and organizational procedures appropriate to physical and health education in the intermediate division. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.

1250 Physical and Health Education Intermediate/Senior (5 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program. On successful completion of this course, a candidate may qualify for entry into Part II of a three-session Specialist course in Physical and Health Education Intermediate/Senior.
Three-session Specialist course in Physical and Health Education Intermediate/Senior
9251 Part I
9252 Part II
9253 Specialist
The following course is offered to teachers wishing to specialize in physical and health education at the primary or junior level:
Three-session Specialist course in Physical and Health Education Primary/Junior
9271 Part I
9272 Part II
9273 Specialist

2190 Physical and Health Education Honour Specialist
An advanced course in the theory and practice of physical and health education. Emphasis is on methodology, curriculum design, scientific principles of human movement, and organization and administration of all phases of the school physical and health education program.

Political Science

1260 Political Science Intermediate/Senior (5 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada – machinery, process, performance, and participation; principles of course construction–group preparation and presentation of representative units selected from the Ministry guideline; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Three university courses (9 credits) in political science.

2210 Political Science Honour Specialist
In seminars and workshops the academic study of political science is combined with practical experience in the pedagogy of the subject. Seminar discussions conducted in turn by each member of the course centre on academic topics. Videotaped lessons by each candidate, illustrating a variety of approaches, provide a basis for critical analysis of effective methodology.

Primary Education

1400 Primary Education (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of student participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as on specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in 1400 is required to spend a minimum of one half day per week in the Student Teacher Observation Program (STOP) which provides opportunities for students to observe and participate in the ongoing activities of an elementary school classroom. Teachers who wish to specialize in the primary division may take the following three-session Specialist course:
Three-session Specialist course in Primary Education
9401 Part I
9402 Part II
9403 Specialist

Reading

1060 Reading (5 hours)
A course designed for elementary and secondary school teachers who wish to acquire expertise in the area of reading instruction. The course begins with an examination of language acquisition, particularly as it relates to thinking and to the growth of literacy. Emphasis will be on assessing reading skills in the classroom, developing principles of diagnostic teaching, and investigating criteria for appropriate instructional materials. The practicum will include four weeks in remedial and developmental reading programs at the elementary and secondary levels. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Reading.
Three-session Specialist course in Reading
9061 Part I
9062 Part II
9063 Specialist

School Librarianship

1290 School Librarianship (5 hours)
An introductory course for potential school librarians. The following aspects of the school library will be explored: the role of the librarian in the teaching program of the school; locating, organizing, and utilizing resources for the research, recreational, social, and personal needs of students; working cooperatively with teachers in the selection and evaluation of resources that support and enrich the learning activities of the school; organizing and conducting resource centre routines; organizing resource materials. On successful completion of this course a candidate may qualify for entry into Part II of a three-session Specialist course in Librarianship.
Three-session Specialist course in Librarianship
9291 Part I
9292 Part II
9293 Specialist

Science Education

1301 Science Intermediate (5 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Two university courses (6 credits) in science.

1300 Science Intermediate/Senior (5 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Two university courses (6 credits). At least 3 of the following areas of study should be represented in these credits: botany, chemistry, physics, zoology.
1020 *Biology Honour Specialist*
1030 *Chemistry Honour Specialist*
1200 *Physics Honour Specialist*
1250 *Science Honour Specialist*
These courses consist of lectures, seminars, workshops, and laboratories. Emphasis is on curriculum planning and methodology for the senior division, except for Science, where the emphasis is on the intermediate division.

Senior Education

1510 Senior Education
Any two subjects from those listed under the Intermediate/Senior program (see page 8).

Spanish

1310 Spanish Intermediate/Senior (5 hours)
For course content see *French Intermediate/Senior* 1010.
Prerequisites: Two university courses (6 credits) in Spanish.

1240 Spanish Honour Specialist
For course content see *French Honour Specialist* 1080.

Special Education

1320 Special Education Intermediate/Senior (5 hours)
An overview of education for the learning disabled, the emotionally disturbed, the culturally deprived, the intellectually exceptional, and students with simply a slower rate of learning. Teaching strategies, organization, and program development in reading, language, and mathematics will be covered. Practice teaching experiences directly related to the course will be scheduled in selected vocational schools, withdrawal classes, correctional institutions, centres for the disturbed, and schools for the retarded. On successful completion of this course, a candidate may qualify for entry into Part II of the three-session Specialist course in Special Education.
Prerequisites: Four university courses (12 credits) in the social sciences. Practical experience considered when applicable.
Three-session Specialist course in Special Education
9321 Part I
9322 Part II
9323 Specialist

Visual Arts

Candidates who elect *Visual Arts* 1011 or 1010 should have studio-oriented experience in one or more fields of visual arts.

1011 Visual Arts Intermediate (7 hours)
Content and methods of art education at the Intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focussing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and man-made environment. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in art, or post-secondary equivalent.

1010 Visual Arts Intermediate/Senior (7 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, chiefly in Canada, with emphasis on use of local resources as the basis of study in secondary schools. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in Visual Arts.
Prerequisites: Two university courses (6 credits) in art, or post-secondary equivalent.
Three-session Specialist course in Visual Arts
9011 Part I
9012 Part II
9013 Specialist

2010 Visual Arts Honour Specialist
The development of curricula for senior classes; facilities and administrative arrangements for art education; advanced experiments with art media; examination of aesthetic theories; historical research; the leadership role of the specialist teacher and department head. Applicants for admission to this course must present a minimum of one-third of their approved post-secondary art credits from studio-oriented courses.

Educational Administration

3050 Administration in the Modern School (2 hours)
A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role o the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theories o organizations, and leadership styles will also be discussed.

3040 Evaluation of Student Performance (2 hours)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered.

3030 The Individual Student and the School Program (2 hours)
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of chang provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

3020 Program Organization (2 hours)
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students wil gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

3060 Individual Research Project (Educational Administration) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

Educational Psychology

3260 Contemporary Issues in Educational Psychology (2 hours)
A variety of educational problems will be explored in the light of contrasting psychological perspectives. Different teaching models and their demonstrated effectiveness will be compared, and students will have an opportunity to evaluate the appropriateness of various educational practices.

3070 Learning and Human Behaviour (2 hours)
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behavioural and attitude change will be examined.

3110 Teaching—an Interpersonal Process (2 hours)
The teacher's role as partner in an interpersonal learning process will be studied, with a view to achieving increased awareness of and insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine the application of theory to the development of innovative classroom teaching using large and small groups.

3100 Understanding Children and Youth (2 hours)
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

3270 Individual Research Project (Educational Psychology) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

History, Philosophy, and Sociology of Education

3190 Authority and Freedom in School (2 hours)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? Why bother being ethical? This course will attempt to get at the roots of ethical valuing and thereby illumine, and confront one with, the moral dimension of the school.

3130 Comparative Education (2 hours)
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

3210 Cross-Cultural Education (2 hours)
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles, and immigrant education. The stress will be on intercultural understanding.

3140 Developing a Personal Philosophy of Education (2 hours)
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

3200 The Development of Canadian Education (2 hours)
A critical overview of the main influences, problems, and changes in Canadian education. Some of the topics that will be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; the influence of social, economic, and political factors on education.

3160 School and Society (2 hours)
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

3240 Individual Research Project (History, Philosophy, and Sociology of Education) (2 hours)
A student with specialized training and background who wishes to engage in an individual research project must obtain the approval of the Department before electing this course. A proposal acceptable to the Department must be submitted by August 30, accompanied by an outline of research experience and background in appropriate areas of study.

5020 Art and Interdisciplinary Studies (2 hours)
Designed to foster interdisciplinary studies and the development of curricula in these studies at the intermediate and senior levels, this course explores relations between the visual arts and other disciplines, in theory and in practice.

5040 Children's Literature (2 hours)
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

5390 Classroom Communication (2 hours)
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline.

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal. will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

5340 Counselling Skills for Teachers (2 hours)
Basic counselling skills for classroom teachers, to aid them in working with students on a one-to-one basis, as well as consultation skills necessary in parent interviewing. The role and function of the counsellor in the contemporary school, and such issues as career education in the classroom, referrals, and legal and ethical aspects of the counselling process will be examined. May not be taken in combination with *Guidance* 1050.

5070 Culture and Society as They Relate to the Teaching of French (2 hours)
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will be mainly newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

080 Current Health Problems in School and Society (2 hours)
A survey study of stress as experienced by the individual in school and society. Particular attention will be given to stress felt by teachers and pupils in the school situation, and to positive coping strategies. Such topics as cardiovascular disease, mental health, human sexuality, drug dependency, consumer health, and accidents will be related to the central concept of stress.

360 Curriculum Theory and Design (2 hours)
This course is designed to meet teacher needs in handling a variety of tasks, including creating courses of study, interpreting Ministry guidelines, developing programs for special students, planning changes in a traditional school environment, and modifying a unit of study in a subject or a skills program.

090 Design Education (2 hours)
Designing as a decision-making and problem-solving process, with reference to the impact of technological developments on the environment. Through practical design problems of an interdisciplinary nature, practice in project management will be provided. Teaching units and supporting resources for classroom use will be developed.

100 Diagnosis and Remediation of Learning Difficulties in Mathematics (2 hours)
A study of learning difficulties demonstrated by students, the causes of these difficulties, and ways in which a teacher can help to overcome them. Participation in field work with students experiencing difficulty in mathematics at the elementary or secondary level will be expected.

110 Drama in Elementary Education (2 hours)
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

120 Educational Media (2 hours)
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and video), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course. Teachers who wish to specialize in media may take the following course:
Three-session Specialist course in Media
9451 Part I
9452 Part II
9453 Specialist

5140 Environmental Studies (2 hours)
An introductory course on the teaching of basic ecological principles, and the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environmental pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems. May not be taken in combination with *Environmental Science* 1380.

5400 Explorations in Creative Learning and Teaching (2 hours)
A practical course designed to increase teachers' awareness of their own potential creativity, and to develop their skills of identifying, measuring, and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities. Students will plan and field-test units designed to promote creative talents.

5450 Film in the Classroom (2 hours)
Practical methods of using film in any comprehensive humanities program. The course will cover: writing for film, and using film to stimulate writing; comparing narrative adaptations for the screen in terms of the editing and rewriting principles involved; employing film as a surrogate 'literature' for values education and thematic studies appropriate to non-academic students; studying film as a new language art form indigenous to the twentieth century.

5150 French as a Second Language (4 hours)
This course is available only to students enrolled in *Primary* 1400. French as a second language from the earliest grades of elementary school; basic principles of general and structural linguistics and their application to second language teaching; programs and procedures specific to the various age levels; testing programs. Students who are sufficiently fluent in the language may be involved in a French immersion setting.
Prerequisites: Two university courses (6 credits) in French and/or demonstrated ability in the language. On successful completion of this course a candidate may qualify for entry into Part II of the three-session Specialist course in French as a Second Language.
Three-session Specialist course in French as a Second Language
9421 Part I
9422 Part II
9423 Specialist

5370 Game Theory and Simulation in Relation to Learning (2 hours)
An introduction to game theory and simulation as an approach to learning in geography and the social sciences. By analysing experiences with selected materials, candidates should develop confidence in choosing, organizing, conducting, and creating games and/or simulations for classroom situations, and should also arrive at a clear conception of their use and significance in education.

5170 Group Theory and Group Skills in Education (2 hours)
Areas in which group dynamics can be a useful learning strategy are explored through practice in group leadership, decision making, definition of goals, and group communication. Role theory and various techniques for problem solving within groups will be studied.

5460 Introduction to Adult Learning and Teaching (2 hours)
The stages of adult development, the styles of adult learning, and their relationship to the teaching of adults. The course will focus on individual learning activities and particular adult learning programs in educational establishments, work environments, and community settings. Students will have an opportunity to plan, implement, and evaluate a variety of learning/teaching activities.

5240 Language in the Schools (2 hours)
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study programs in the schools; language and thought in semantics; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.

5350 Measurement and Evaluation (2 hours)
A course designed to improve the professional competence of teachers in assessing students' aptitudes and attainments. The evaluation of teaching/learning strategies and materials will be covered, together with the application of statistical techniques to data gathering and performance evaluation.

5030 Methods of Child Study (2 hours)
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

5410 Multiculturalism, the School, and the Curriculum (2 hours)
An examination of ethnic pluralism and of strategies for incorporating experiences and content relating to it into the school program. Emphasis will be upon implementation as students develop curricula and skills related to their teaching subjects or program. Teachers who wish to specialize in multiculturalism may take the following course:
Three-session Specialist course in Multiculturalism in Education
9441 Part I
9442 Part II
9443 Specialist

5200 Outdoor Education (2 hours)
An introductory course emphasizing the use of the outdoor environment as an educational medium. Interdisciplinary in approach, the program includes lectures and seminars, with a considerable amount of time devoted to field work in such areas as backpacking, canoeing, winter camping, orienteering, and outdoor cookery. A fee of $60 will be collected on the first day of the course, to defray the cost of field trips and an Outdoor Education weekend.

5300 Practical Skills for Constructing Teaching Aids (2 hours)
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, glass blowing, photography including film developing, woodworking, and working with plastic and sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

5260 Reading in the Secondary School (2 hours)
An introduction to the basic principles underlying an instructional program in reading. Specific methods of determining reading achievement, selecting patterns of organization, and planning the instructional program, will be introduced. Emphasis will be on the devising of practical developmental reading programs. May not be taken in combination with *Reading* 1060.

5270 Recent Developments in Modern Language Teaching (2 hours)
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and utilize their own teaching materials.

5380 Relationships among Teachers, Parents, and Children (2 hours)
An exploration of communication between home and school, from the points of view of the teacher, the parents, and particularly the child. Consideration will be given to how interactions change as the child progresses through primary, junior, intermediate, and senior grades. Parent-teacher programs and community resources will be examined in relation to particular problems that may arise, e.g., learning problems, cultural differences, exceptional cases.

5430 The Resource Centre and the Elementary School Teacher (2 hours)
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materals, and the initiation, stimulation, and support of pupils' recreational reading. May not be taken in combination with *School Librarianship* 1290.

5420 The Resource Centre and the Secondary School Teacher (2 hours)
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading. May not be taken in combination with *School Librarianship* 1290.

5470 Teaching Current Events (2 hours)
A rationale for teaching current events in elementary and secondary schools; approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; analysis of a daily newspaper; a consideration of leading Canadian, American, and British news and opinion periodicals.

5440 Teaching Social Issues (2 hours)
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

5060 Understanding and Personal Use of Computers (2 hours)
Designed for the individual who wishes to obtain an understanding of how computers work, where they are used, and how they relate to education. The course will be taught in a non-technical manner, and is open to all students; prior knowledge of computers is not required. Computing facilities are available to students for practice and experimentation. The course will emphasize computer use in the learning process, and will include such areas as computer-assisted learning, computers in school administration, and computers for personal use, as well as potential uses of computers in the home.

5480 The Use of Graphic Illustrations in the Classroom (2 hours)
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations; artistic ability is not a prerequisite.

5210 Values Education (2 hours)
An interdisciplinary course that will explore the implications of values education and morality in the various subject areas included in the school curriculum. The major emphasis will be on examining new ways of integrating moral education into the school program.

5330 Voice and Speech in the Classroom (2 hours)
A course directly related to the needs of the teacher as speaker and listener in the classroom. It stresses effective projection of the voice, speech development in the student, and the influence of the media on speech communication.

Programs in Technological Studies

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools. This program is also offered in two spring sessions.

Ontario Teacher's Certificate

Candidates with Canadian citizenship who meet all requirements of the program may be recommended for an Ontario Teacher's Certificate. Candidates with permanent resident status who meet all requirements of the program may be recommended to the Ministry for a temporary Letter of Standing valid for one year.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

Admission

Applicants must meet the following admission requirements:

1. Grade 12 graduation, or the successful completion of courses considered by the Ministry to be its equivalent;
2. One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education and business or industrial experience that totals five years, including at least two years of wage-earning experience related to an approved area or areas of technological studies.
3. Proof of competence in two areas of technological studies, one at the basic level and a second at either the basic or advanced level.

Areas of Technological Studies

Basic Level	2 Advanced Level
Business	*Business*
Clerical Practice	Clerical Practice
Merchandising	Merchandising
Warehousing	Warehousing
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration, Air Conditioning, Heating	Refrigeration*
	Air Conditioning*
	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity–Installation & Maintenance*
	Electrical Theory &Test†
	Electronics–Computer†
	Electronics–General†
Food Services	*Food Services*
Food Services	Baking Food Services
	Commercial Food Services
	Domestic Food Services†
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Art

Spring Program

Basic Level	Advanced Level
Horticulture	*Horticulture*
Horticulture–General	Horticulture–General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Industrial Arts	Industrial Arts
Project Design	Project Design
Music	*Music*
Music	Music–Instrumental
	Music–Vocal
Natural Resources	*Natural Resources*
Natural Resource Management	Natural Resource Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
	Barbering*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry-cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

The one-year program offered in the fall and winter terms may also be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 38-39.

Application Procedure

Full application instructions with details on admission may be obtained from the Chairman of the Department of Technical and Industrial Arts. Completed applications should be received by the Department not later than August 17, accompanied by:

- a photostat of a Canadian birth certificate, or a certificate of Canadian citizenship, or permanent resident status;
- a photostat of a marriage certificate (required only from married women, to substantiate a name change);
- satisfactory evidence of a negative tuberculin test reading or chest x-ray, taken within the year preceding registration. This is a requirement of the Ministry of Education.

Technical Proficiency Examinations

Candidates will be required to pass both the theory and practical examinations designed to test their attainments as skilled workers in the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

Program of Studies

The Program has five components:

- Teaching Options
- Foundations
- Complementary Studies
- School Law in Ontario
- Practice Teaching

Details of courses

In each case, the numeral in brackets indicates the number of lecture hours per week.

Teaching Options

1010 Principles and Methods of Teaching Technological Studies (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

1030 Teaching a Related Subject in Technological Studies (6 hours)
A course designed to develop the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies. Methods suited to teaching students with various learning disabilities will be stressed.

Foundations

3030 Curriculum Development for Technological Studies (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

3050 Psychology Applied to Teaching Technological Studies (3 hours)
An introductory course designed for teachers of technological studies, with special reference to the application of educational psychology in the classroom. Areas explored include development and adjustment, motivation, intelligence and its measurement, and the learning process, with stress on motor learning. Theoretical approaches are examined in terms of their practical applications.

3070 History and Philosophy of Technological Studies (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by such thinkers as Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, and Whitehead. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Complementary Studies

5050 Communication Arts in Modern English (2 hours)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analysis. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

School Law in Ontario

6010 School Law in Ontario (1 hour)
All candidates proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. Topics will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

Practice Teaching

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments may be required to make them up at the end of the session.

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.):

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies, who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.
b For applicants who have the O.T.C. without qualifications in technological studies, but with at least 24 months of wage-earning experience related to an approved area of technological studies.*

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies.

3 Honour Specialist

For applicants with O.T.C. qualifications in technological studies, who have:
a qualifications in at least three areas, one of which must be at both the basic and advanced levels;
b two years of successful teaching experience in technological studies in Ontario;
c one year's full-time post-secondary education or equivalent.

Applications for summer programs must be received not later than May 14 by the Chairman, Technical and Industrial Arts Department.

For the summer of 1979, applicants who have completed the admission requirements for the former Type A certificate will be admitted to a two-session summer program leading to the Technological Studies Honour Specialist qualification. Part II of this program will be offered for the last time in the summer of 1980.

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

Institute of Child Study

Inquiries concerning courses at the Institute of Child Study should be addressed to the Director's Office, Institute of Child Study, 45 Walmer Road, Toronto M5R 2X2.

The Institute of Child Study is a centre for professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 110 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St George's School for Child Study – the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. Originally, the work of the Institute was primarily devoted to research studies focusing on the preschool years. In 1953, the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971, the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Programs Leading to the Diploma in Child Study

)ualified students may participate in the academic rogram of the Institute under one of the following rrangements:

Two-year program for students enrolled in Early :hildhood Education or Child Assessment and :ounselling. Candidates must successfully omplete ten full courses, including all courses rescribed. In special cases, the two-year program ıay be taken in three years.

One-year program for students with prior rofessional training and experience. Candidates ıust successfully complete five full courses, ıcluding all courses prescribed. The one-year rogram may be taken in two years.

Special students may enrol in one or more ourses with the approval of the instructor(s).

OTE:

A full course normally involves two hours per 'eek of lectures throughout the academic year, nd, in some cases, field work.

A student may take one or more approved ourses in another division of the University as art of the Diploma program.

cademic Requirement for Admission

bachelor's degree, with at least a B standing, om a recognized university.

Application Procedure

Applications, on forms obtained from the Secretary of the Institute, should be submitted as early as possible during the preceding academic year, and not later than March 15. Enrolment is limited. In special circumstances, late applications may be considered.

Before applications are complete, the following documents must be received by the Institute:

1 An official transcript of a completed university degree, or an official transcript of university work to date, and a complete official transcript as soon as possible;

2 An official statement of other academic or vocational courses, if applicable;

3 Two references from persons familiar with the applicant's academic and professional pursuits;

4 A photostat of a Canadian birth certificate, or a certificate of Canadian citizenship or permanent resident status;

5 A photostat of a marriage certificate (required only from married women, to substantiate a name change);

6 Evidence of a negative tuberculin test reading or chest x-ray taken within the year preceding registration. This is required by the Ministry of Education.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

An applicant whose first language is other than English may be required to pass the Communication Test for Teaching in the English Language, administered by the Faculty of Education.

Conditions for Final Standing

A student must obtain at least a B grade in all sections of the prescribed program. Grades are based on assignments throughout the year, and on attendance at and participation in seminars, projects, and field practicum.

A student who fails in any part of the program may repeat that part with the approval of the Council of the Faculty. For special consideration because of illness or other causes, a student should make representation in writing to the Director before the close of the academic year.

For information on grading practices, see page 38.

Fees (See page 40-41)

Early Childhood Education

On successful completion of this program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. (See page 18) Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for three-and four-year olds in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year:

1002 Child Development
2120 Introduction to Early Childhood Education
One of
2121 Assessment of Young Children in Play and Educational Settings
1012 Analysis and Evaluation of Children's Learning
2122 Curriculum Design and Implementation, Part I
2124 Teaching Practicum

Second Year:

6010 School Law in Ontario (half course)
One of
1003 Group Processes and Family Life
1007 Personality Development and Socialization
2230 Programming for Young Children
2223 Curriculum Design and Implementation Part II (half course)
2231 Advanced Teaching Practicum
Elective: equivalent of one full course

NOTE: In special circumstances, students may wish to take the program in Early Childhood Education without proceeding toward teacher certification. In such cases, some variation in the course of studies may be arranged.

Child Assessment and Counselling

In the first year the student is introduced to theories and methods of assessing intellectual, emotional, and perceptual-motor functioning. Emphasis is on testing as a standardized method of making observations. Students participate in the counselling program of the Institute's laboratory school as part of the teacher-counsellor team. In the second year the student is introduced to methods of interviewing children and adults, and the theories and techniques of educational and therapeutic intervention. Opportunities are given for observation of and participation in assessment interviewing and counselling. A placement of two days per week in a school or clinical setting is required in the second year to enable students to put into practice the theories and techniques studied.

First Year:

1002 Child Development
1003 Group Processes and Family Life
3140 Introduction to the Assessment of Children's Intellectual Functioning (half course)
3141 Introduction to the Assessment of Children's Emotional Functioning (half course)
3142 Practicum in Educational Programs and Counselling
Elective: equivalent of one full course.

Second Year:

3250 Principles of Child Management (half course)
3251 Seminar in Interviewing and Counselling (half course)
3252 Practicum in Interviewing and Counselling (half course)
3253 Theories of Counselling
3255 Practicum in Assessment and Counselling
3256 Rorschach Analysis (half course)
Elective: equivalent of one full course.

Details of Courses

1002 Child Development
The implications of research and theory in child development for professionals who work with children. The course will include examination of constitutional capacities and fundamental processes affecting development. Situational and personal influences will be emphasized. Students with satisfactory prior coursework in child development may choose an alternative course.

1003 Group Processes and Family Life
An examination of family life from the standpoint of small group theory and research. Socialization processes in the context of family life will be related to prospects for fostering social competence. Case material and live interviews will be used to provide students with an opportunity to analyse family interaction and plan remedial programs.

1004 Development in Infancy
An examination of the development of children from birth to two years, with a view to understanding normal development and recognizing deviations from it. A study of the effects of prenatal influences, birth trauma, and postnatal experiences on later personality. An investigation of the research literature having a bearing on these factors. Observation of infants in various settings.

1006 Theories of Human Development
An overview of major conceptual schemes in child development, personality, and socialization, with an opportunity for in-depth exploration of selected primary sources. Lectures provide explications followed by discussion of classic and current critiques. In addition to group seminars, individual tutorials may be arranged with the instructor.

1007 Personality Development and Socialization
An examination of major critical developments characteristic of infancy through adolescence. Mental health aspects are considered in relation to personality development at various stages with the primary focus on the concept of security. Practice is provided in the administration and interpretation of personality tests for school-age children.

1009 Language Development
This course is concerned with language in the educational context. The main focus is on how language is learned and the uses and limitations of language as a tool for learning and teaching. The theoretical and empirical bases of many current reading, remedial and developmental programs are emphasized.

1011 Programs in Special Education
The identification and examination of a variety of educational settings dealing with the intellectual, social and emotional development of children with disabilities. A number of current programs and methods used to facilitate the child's mental health will be considered in terms of the learning environment, parental adjustment, availability of community resources, and occupational possibilities.

1012 Analysis and Evaluation of Children's Learning
Through structured observational assignments and experiential exercises, students will learn to analyse the skills and knowledge prerequisite to a variety of children's learning tasks. These analyses will serve as the basis for setting individual objectives, for designing educational experiences to achieve these objectives, and for evaluating the outcome of educational intervention.

2120 Introduction to Early Childhood Education
This course deals with the teaching-learning process as it relates to children up to the age of thirteen. It includes an examination of the complex interaction between such factors as the child's stage of development, socio-economic status, motivation and emotion, the learning environment, and the role of the teacher. Classroom discussions relate theoretical concepts to practicum experiences.

2121 Assessment of Young Children in Play and Educational Settings
This course is designed to help students develop competency in observing, recording, and interpreting behaviour, and planning educational experiences for children. It illustrates the teacher's functions as problem-solver and decision-maker in the classroom.

2122 Curriculum Design and Implementation, Part I
A study of educational techniques, and the role of the teacher in designing, implementing, and evaluating curricula for children in nursery and primary school. Although emphasis is on integrated programs, the course covers specific instructional procedures in Communications (speaking, reading, writing, dance, drama), Aesthetics (music, art, physical education), Science (mathematics, science), and Environmental Studies (social studies). Attention is also given to improving each student's background in the different subject areas.

2223 Curriculum Design and Implementation, Part II (half course)
A continuation of course 2122 with emphasis on curricula for children in the junior division (grades 4-6).

2124 Teaching Practicum
Includes an average of twelve hours a week supervised field experience in the Institute's laboratory school, in public and separate schools, and other settings, plus a four-week full-time placement following the end of academic classes.

2230 Programming for Young Children
Students are required to develop and carry out complete educational and activity programs for the classroom. Small groups of students work together in preparing and implementing a program which is later analysed in the light of various educational viewpoints, such as those of Montessori, Piaget, Bruner, Bereiter, Greelman, and others. Problems of administration, relations with community and parents, and educational and community resources are also examined.

2231 Advanced Teaching Practicum
An average of twelve hours a week teaching experience. This includes the development and implementation of an early childhood education program in the laboratory school, as well as placement in public or separate schools, and in a setting chosen by the student. The course includes seminars on problems encountered in this practicum.

6010 School Law in Ontario (half course)
All students proceeding to the Ontario Teacher's Certificate are required to take this course, which will cover a wide range of regulatory, professional, and curricular concerns that derive from the legal basis of education in Ontario. It will include: the Education Acts and Regulations of the Province of Ontario; the organization of provincial and local systems of education; powers and duties of the various education authorities; functions and ethics of professional organizations; curriculum guidelines and curriculum development.

3140 Introduction to the Assessment of Children's Intellectual Functioning (half course)
An introduction to theories and methods of assessing intellectual and perceptual-motor functioning. The development of tests, what they measure, and their use and misuse are discussed. Stress is laid on testing as a standardized method of making observations. Clear and effective report writing is also emphasized.

3141 Introduction to the Assessment of Children's Emotional Functioning (half course)
An introduction to theories and methods of assessing emotional functioning. The development of tests, what they measure, and their use and misuse are discussed. Clear and effective report writing is emphasized.

3142 Practicum in Educational Programs and Counselling
Participation in the teaching and counselling program of the laboratory school, with a view to becoming familiar with needs and requirements of children and teachers in the classroom; observations of classroom activities; report writing, examination of individual and group goals. Students will participate in a teacher-counsellor team that discusses problems and carries out remedial programs. A seminar is conducted in conjunction with the practicum.

3250 Principles of Child Management (half course)
An exploration of methods designed to encourage desirable behaviour in children and discourage undesirable behaviour. Principles of child management based on a social learning approach to behaviour will be discussed in relation to managing children individually, as well as in groups. Self-control strategies will be emphasized.

3251 Seminar in Interviewing and Counselling (half course)
Seminars cover a number of topics related to clinical training: the meaning and use of defence mechanisms, research on the efficiency of counselling, and the prediction of adult mental health status from childhood. Roughly half the topics to be covered are pre-determined, and the remainder are chosen by class interest and consensus.

3252 Practicum in Interviewing and Counselling (half course)
This course is designed to develop the ability to listen and respond with sensitivity and awareness. It serves as a laboratory in which techniques and skills are studied in the context of what makes a relationship therapeutic. Opportunity is given for increasing self-awareness.

3253 Theories of Counselling
An exploration and critical analysis of several theories of the counselling process. Students will use Rogerian approaches to conduct interviews that will be analysed in class.

3255 Practicum in Assessment and Counselling
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

3256 Rorschach Analysis (half course)
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training in the writing of personality evaluations based on Rorschach responses is included.

4060 Seminar and Practicum in Infant Care
Recent research and theory on infancy, with implications for infant care. An eight-week practicum gives students an opportunity to develop competence. Knowledge of infant development will be used to assess programs in day care centres and homes. Mental health will be studied and assessed.
Prerequisite: course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year of study.

4061 Seminar and Practicum in Infant Assessment
Designed to provide students with some depth of knowledge of recent research and theory on infancy. Knowledge of infant behaviour is gained by limited participation in day care programs. The recognition and diagnosis of developmental stages are emphasized, and students learn to use a standard developmental test and the Flint Infant Security Test. The basis of mental health is discussed, and ways of promoting learning and mental health in infants are explored.
Prerequisite: course 1004 or equivalent.

4062 Research Seminars and Practica
An opportunity for students to participate in current staff research projects. Students will be involved in all phases of research: literature reviews, design, data gathering, and analysis. Students may plan independent research projects and/or practica with members of staff.

4065 Day Care and Nursery School Administration and Issues
This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as: the establishment and operation of centres; relations between centres, parents, and schools; effects of day care.

4

Additional Qualifications for Teachers

Continuing Education and Graduate Studies

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, specialist, and honour specialist courses. These courses are offered in the summer and in evenings during the academic year.

1 *One-session Divisional*
9400 Primary
9410 Junior
9600 Intermediate
9610 Senior
These courses are offered to holders of the Ontario Teacher's Certificate who wish to acquire qualifications in an additional area. Applicants must have an approved university degree and, for some intermediate courses, subject prerequisites.

2 *Three-session Specialist*
Specific courses are listed after the various subjects in 'Details of Courses' (pages 11-25). Teachers who wish to take the three-session Specialist course in Primary, Junior, or Intermediate Education must hold the basic qualifications for the division concerned.

3 *One-session Honour Specialist*
Specific courses are listed after the various subjects in 'Details of Courses' (pages 11-25). They are offered to teachers with the following prerequisites:
a an Ontario Teacher's Certificate;

b an approved university degree that requires sixty university credits with at least second class or equivalent standing in the subject or subjects in which the candidate seeks an Honour Specialist qualification, including, in the case of two subjects, at least forty-two university credits therein and not fewer than eighteen university credits in each subject or, in the case of one subject, at least twenty-seven university credits therein;

c two years of successful teaching experience in Ontario, at least one year of which is in the subject or one or both of the subjects in which the Honour Specialist qualification is sought.

NOTE: Information and application forms are available from the Co-ordinator of Continuing Education and Graduate Studies, Faculty of Education (978-5261).

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program which integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching and learning at an advanced level. This is a cooperative program designed jointly by departments in the Faculty of Arts and Science and the Faculty of Education as well as other divisions of the University. Specializations are currently available in English and mathematics.

Admission Requirements

Applicants for admission to the Master of Arts/Science in Teaching Program will be required to have a four-year University of Toronto bachelor's degree with at least a B standing in the final year, or its equivalent from this or another approved university (participating departments may require higher academic admission standards), and at least three years of successful professional experience in education.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses;
- one special course in educational aspects of the core discipline; and
- one course in the department of specialization.

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time study basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Admission to the program will be on the recommendation of the department of specialization. Students enrolled in the program must be registered in the department of their specialization.

Application and Inquiries

Application forms may be obtained from the School of Graduate Studies, 63 St George Street, Toronto M5S 2E6.

Information about the program may be obtained from the Chairman, Master of Arts/Science in Teaching Program, Faculty of Education, 371 Bloor St. W., Toronto M5S 2R7.

Bachelor of Education Degree Program (Woodsworth College)

Bachelor of Education Degree Program by Part-Time Study

The Faculty of Education, in cooperation with Woodsworth College, University of Toronto, offers to holders of the Ontario Teacher's Certificate a program leading to the Bachelor of Education degree. This will consist of four courses in the current one-year Bachelor of Education degree program, drawn from the offerings under Foundations and Complementary Studies, as listed in the Woodsworth College calendar.

Admission Requirements

- an approved degree from an accredited university
- an Ontario Teacher's Certificate

General Information

The summer day sessions are of six weeks' duration. The course in each subject will be thirty class hours. A candidate may take one or two courses in each of the Fall, Spring, and Summer terms.

Inquiry and Application

Information and application forms are available from the Co-ordinator of Continuing Education and Graduate Studies, Faculty of Education (978-5261) or Woodsworth College, 119 St George St., Toronto, Ontario M5S 1A9 (978-2405).

5

Faculty and University Information

Regulations

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, laboratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Grading Practices

During the first week of each course, instructors will inform the class, both orally and in writing, of their evaluation procedures, and will provide:

- a list of all assignments, with their due dates;
- the weighting factor or percentage allotment fo each course requirement;
- a statement on the procedure used to determi final grades;
- a description of the format and nature of the final examination (where applicable).

After making known the evaluation procedures the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course, and the approval of the Dean's Committee on Grading Practices.

Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students, with time for its discussion.

Grades, as an expression of the instructor's be judgment of each student's overall performance a course, will not be determined by any system c quotas.

All final course grades submitted by instructors will be reviewed by a Dean's committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assignin the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of th program: Teaching Options, Foundations, Practic Teaching, Complementary Studies, and the compulsory course, *School Law in Ontario*.

Grades in the Teaching Options, Foundations, and Practice Teaching will be reported in the lett grade scale of *A*, *B*, *C*, *D*, *FX*. Grades in the Complementary Studies course and in *School La in Ontario* will be reported in the grade scale of Honour/Pass/Fail (*H/P/FL*).

The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Letter Grade Scale	*Grade Meaning*	*Scale of Numerical Marks (%)*	*Translation Table (%)*
A	*Excellent*	*80 – 100*	*87*
B	*Good*	*70 – 79*	*75*
C	*Adequate*	*60 – 69*	*65*
D	*Marginal*	*50 – 59*	*55*
FX	*Inadequate*	*0 – 49*	*25*

To be recommended for the Bachelor of Education degree and the Ontario Teacher's Certificate, a candidate must attain:

a a minimum of a *C* average in each of the following parts of the program:
- Teaching Options*
- Foundations
- Practice Teaching

b a minimum of a *D* grade in each course in:
- Teaching Options
- Foundations

c an Honour or Pass grade in:
- the Complementary Studies course
- *School Law in Ontario*

The average in Teaching Options for Junior/Intermediate candidates will be determined by assigning to the Junior course twice the weight of an Intermediate course.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an *FX* or *FL* has been received. This privilege is limited to a maximum of two courses, of which only one may be a Teaching Option.

A candidate who receives a *D* grade in a Teaching Option or Foundations course may be granted supplemental privileges in that course if the *D* grade has reduced the average in that part to less than *C*.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1 by taking an examination during August,

2 by otherwise satisfying the requirement of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in this calendar, except by permission of the Council of the Faculty.

Appeals

There is a five-stage appeals procedure. In the first instance, the appeal should be made to the instructor concerned. If this fails to satisfy, successive appeals may be made, until the problem is resolved, to the following:
- the department chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than six months after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first three levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may be obtained from the Registrar's office.

Results Withheld

Students who have not paid their fees or residence dues in full or who have outstanding library dues or bookstore accounts at the end of the session will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their diplomas or recommendations for any Ministry of Education teaching certificates until payment is made.

Transcripts

Transcripts of academic record can be obtained from the Faculty Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be

entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

University Discipline

a *Academic.*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, the evaluation of a student's work by irrelevant criteria, etc. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Affairs Committee of the Governing Council.

b *Discipline in non-academic matters.*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern to the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

The University reserves the right to alter the fees and other charges described in this calendar.

Fees

General Studies and Technological Studies One-Year Program

Academic fee	$720.(
Campus services	93.5
Student society fees	21.5
Total fee payable	835.(
First instalment, *due September 4**	550.(

Visa Students

Academic fee	$1500.(
Campus services	93.5
Student society fees	21.5
Total fee payable	1615.(
First instalment, *due September 4**	1015.(

*A $50 deposit must be paid by applicants befor final confirmation of admission, and will be deducted from the total fee, or first instalment.

Technological Studies Spring Session (May–August)

Academic fee	$360.(
Incidental fees	14.(
Total fee payable, *due May 5*	374.(

NOTES:
1 At least the first instalment of fees must be paic before a student card will be issued.
2 Commencing September 14, all outstanding balances, regardless of source of payment, are subject to a service charge of 1½% per month calculated on the 15th of each month beginning October, until the account is paid in full.
3 A special fee of $60 will be collected on the firs day of the course *Outdoor Education* 5200, to defray the cost of field trips and an Outdoor Education weekend.
4 Students who withdraw before the end of a course will be charged fees from the beginning o the school year to the effective date of withdrawa After twenty weeks, no fees will be refunded.

Supplemental Examinations

For each supplemental examination in any course except Honour Specialist	$10.(
For the supplemental examination(s) for any Honour Specialist course	$20.(

Institute of Child Study
The academic and incidental fees are to be paid according to instructions on the Fees Form supplied by the Institute before a student card wi be issued.

Academic fee	$720.00
Incidental fees	115.00
Total fees (if paid in one instalment)	835.00
First instalment, *due September 6*	550.00

Special Students, Institute of Child Study	
Academic fee, first subject	$150.00
Incidental fees	14.40
Total fees, *due September 12*	164.40
Each additional subject	$150.00

A student who registers after the last date for normal registration will be required to pay a late registration fee of $10. Payments received after January 15 are subject to a late payment penalty of $10. From March 1, an additional penalty of 1½% per month will apply.

*Summer Sessions**	
For a full certificate program	$150.00
For a Special Student taking one subject	$71.00

An extra fee will be charged for *Outdoor Education*, taken in conjunction with a Physical and Health Education course.

Cheques in payment of all the above fees are to be made payable to the University of Toronto.

Ontario Student Assistance Program

The components of the Ontario Student Assistance Program are as follows:

The Ontario Study Grant Plan
Non-repayable grant assistance to students from less affluent families, normally for their first four years of post-secondary education.

The Canada Student Loans Plan
Need-tested loan assistance up to and including the doctoral level of study. Students who have reached "independent status" can be assessed for loan assistance without reference to their family's income.

The Ontario Student Loans Plan
Need-tested loan assistance available to students who are not covered by the Canada Student Loans Plan.

The Ontario Special Bursary Plan
Grant assistance for particularly needy part-time students. There will continue to be an upper limit on the number of courses that a student can take (three university courses or their equivalent), and students will not be able to receive financial assistance from both this program and the Ontario Study Grant Plan at the same time.

All students who are attending the University of Toronto may qualify for aid under one or more of these plans, provided they satisfy the residency requirements as outlined in the Ontario Student Assistance brochure, and demonstrate financial need. Students wishing to apply under the Ontario Student Loans Plan can do so on the same application form. Students intending to apply under the Ontario Special Bursary Plan should contact the Office of Student Awards directly at 978-2204 to arrange a personal interview.

Application forms and brochures can be obtained from the Office of Student Awards, University of Toronto, Room 107, Simcoe Hall, Toronto M5S 1A1.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7A 1C6 (965-3208).

Faculty of Education Bursary
The Council of the Faculty of Education offers one or more bursaries up to a total of $400 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 15.

The R. D. Phillips Memorial Loan Fund
This loan fund was established by contributions made by Technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R. D. Phillips, Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department, who demonstrate financial need. Applications should be made to the Chairman of the Department.

The value of an endowed scholarship or prize is dependent on the actual income of the fund, and it is therefore possible that the value of certain ones at the time of payment may be less than the amount stated.

William Pakenham Fellowship in Education

The late Dr William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $2000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Pakenham Memorial Prize

As a memorial to Dr William Pakenham, Dean of the Faculty of Education from 1907 to 1934, the teachers of Ontario have founded an annual Memorial Prize to the value of the interest on $1000. The Prize will be in the form of books, and will be awarded to the student who obtains the highest standing, as reported in the annual returns of the Faculty, in the one-year Bachelor of Education program.

Hugh W. Bryan Memorial Prize

The Ontario Secondary School Teachers' Federation has founded an annual scholarship to the value of $100 in memory of a former President of the Federation, Dr Hugh W. Bryan. The prize will be awarded by the Scholarship Committee of the Federation at the close of each session, and after receipt of a report from the Council of the Faculty of Education, to the student in the one-year Bachelor of Education program who has shown 'the most outstanding qualities of scholarship, teaching ability, and character.'

International Business Machines Canada Limited Scholarship

International Business Machines (IBM) Canada Limited has established a scholarship in the total amount of $300 to be awarded annually to one or more students on the basis of participation and achievement in the Computer Science course. Applications not required.

Morgan Parmenter Memorial Award

Offered by Mrs M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. This award is intended to recognize annually a student enrolled in the Guidance course in the one-year Bachelor of Education program, and is based on scholarship, teaching ability, and potential contribution to the development of guidance and counselling. The recipient of the award (value $400) must satisfy the Dean and the Chairman that the funds will be devoted to furthering his or her education in this field by travel, study, or research.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the Institute of Child Study. A total of $1000 to be awarded annually to one or two candidates for the Diploma in Child Study, on the basis of scholastic attainment; financial need may be a consideration. Selection to be made by the Awards Committee of the Institute of Child Study. Applications not required.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Don Wright Scholarship in Vocal Music

The Don Wright Charitable Foundation has established a scholarship in the amount of $500 to be awarded annually to a student enrolled in music who has a strong interest in developing young voices in the grades of the junior and intermediate divisions.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, an educational media centre with a television studio, language laboratories, a theatre studio, and a computer centre.

The Library houses a collection of books and periodicals on all aspects of secondary and elementary education, as well as small working collections on the various subjects taught in Ontario schools. Its collection of mounted pictures, filmstrips, pamphlets, slides, recordings, and kits is available to students for use both at the Faculty and in their practice teaching assignments. Facilities for previewing audiovisual aids are provided.

The Faculty's Health Centre, with a registered nurse in charge, offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

A speech consultant offers weekly classes in developing projection and variety of the voice. Students unable to attend these classes because of timetable conflicts may arrange for individual consultations.

The Student Governments of the Faculty

The Faculty of Education Student Union is concerned with all matters pertaining to students of the Faculty. It organizes extracurricular activities for the students, and acts on their behalf in any matter that may arise relating to the Faculty program. To provide continuity of organization in student affairs, it maintains a year-round office at 703 Spadina Avenue.

The Institute of Child Study has a Student Council whose purposes include providing students with an opportunity to express their ideas, giving them a voice in the decision-making bodies of the Institute, and maintaining channels of communication between students and staff.

Through their governments, all students have voting members on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Guidance Centre

The Guidance Centre publishes and distributes standardized tests, books, and periodicals related to general education, occupational information monographs, and other educational materials for teachers and guidance counsellors. Its offices are located at 1000 Yonge Street, Toronto M4W 2K8 (978 3210).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Welcome to University of Toronto.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Faculty of Education Staff 1978-79

Dean
J.C. Ricker, M.A.
Associate Dean
W.G. London, B.A., ED.M.
Registrar
L.J. La Fave, B.ED., M.B.A.
Admissions and Universities Liaison Officer
G.A. Whyte, B.A., B.J.
Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
H.O. Barrett, C.D., B.A., D.PAED., F.O.T.F.
W.B. MacLean, M.A.
J.M. Paton, M.A., D.PAED., F.C.C.T.
A.F. Skinner, M.A., B.SC., PH.D., F.E.I.S.
P.H. Taçon, B.PAED., M.A.
G.E. Tait, B.A., B.PAED., ED.D.

Art Education
J.A.M. Emerson, M.A. *Associate Professor*

Business Education

B.E. Conchie, B.A. *Associate Professor*
G.A. Reid, B.COM., B.ED., M.A., F.C.C.T. *Professor*
R.B. Wilson, B.COM., M.S.T. *Associate Professor*

Computer Studies
L.J. La Fave, B.ED., M.B.A. *Professor*
D.W. Garth, B.COM. *Associate Professor*
G.D. Milbrandt, B.S.ED., M.ED. *Associate Professor*

Continuing Education and Graduate Studies
J.W. Greig, B.A., M.ED., ED.D. *Professor*

Counsellor Education
P.A. Manuel, B.A., M.ED. *Associate Professor*
C.L. Bedal, B.A., M.ED. *Professor*
B.R. Eardley, B.S., M.ED. *Associate Professor*

Dramatic Arts
D.W. Booth, B.A. *Assistant Professor*
C.J. Lundy, B.A. *Assistant Professor*

Educational Administration
J.D. Wood, M.A., PH.D., A.R.C.T. *Associate Professor*
V.K. Gilbert, B.SC., M.ED. *Professor*
R.A. Martin, B.A.SC., M.ED., PH.D. *Associate Professor*
A.T. Sheehan, M.ED., PH.D., F.C.C.T. *Associate Professor*
B.C. Stewart, B.A., M.ED. (Cross-Appointment, School of Continuing Studies) *Associate Professor*

Educational Psychology
D.S.J. Shackel, M.A., PH.D. *Associate Professor*
R.W. Dent, M.A., PH.D. *Professor*
S.L. Kong, B.A., M.ED., PH.D. *Professor*
C.C. Brodeur, M.A., M.A. (PHIL.), PH.D. *Associate Professor*
A.B. Durell, M.A., PH.D. *Associate Professor*
C. Tan-Willman, B.S.E., M.A., PH.D. *Associate Professor*
B.K. Wasilewski, C.D., M.A., PH.D. *Assistant Professor*

Elementary Education
G.W. Hunt, B.A., M.ED. *Associate Professor*
J.W. Fair, B.A., B.P.E., M.ED., PH.D. *Professor*

English
J.W. MacDonald, M.A., ED.D. *Professor*
J.L. Aitken M.A., PH.D. *Professor*
A.C. Coman, M.A. (Edin.), M.A. *Professor*
R.J. McMaster, B.A., B.ED. *Professor*
R.T. Shephard, B.A., M.ED. *Professor*
J.H. Stevens, M.A. *Professor*
A.A. Bowers, B.A., M.ED. *Associate Professor*
J. Laird, B.A. *Associate Professor*

Geography
U. Elliott, M.A. *Professor*
R.P. Baine, M.A. *Professor*
W.E. Sager, C.D., B.A. *Professor*
R. Rees, B.SC., M.ED. *Associate Professor*

Guidance Centre
S.J. Totton, B.A. *Manager*

History, Economics, Political Science, Psychology and Sociology
G. Smith, M.A. *Professor*
R.W.P. Bowles, B.A. *Associate Professor*
L.R. Hill, M.A. *Associate Professor*
J.D. Thexton, M.A., PH.D. *Associate Professor*
G. Regan, PH.D., M.B.A. *Tutor*

History, Philosophy, and Sociology of Education
L.J. Stott, B.ED., PH.D. *Associate Professor*
G.W. Bancroft, B.A., M.ED., PH.D. *Professor*
G.H. Boyes, M.A. *Professor*
T.W. Goodenough, M.A. *Associate Professor*
K.A. McLeod, B.A., M.ED., PH.D. *Associate Professor*
S.T. Rusak, B.A., M.ED., PH.D. *Associate Professor*

Home Economics
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H.A. Yeager, B.H.SC., M.ED. *Associate Professor*
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ndex

cademic Calendar, 1979–80 4
cademic Calendar, Summer Session, 1979 3
dditional Qualifications for Teachers 29, 36
dmission
- Continuing Education and Graduate Studies 36, 37
- Institute of Child Study 31
- One-year Program 7
- Technological Studies 26
ppeals 39
pplication Procedure
- Institute of Child Study 31
- One-year Program 7
- Technological Studies 27
ttendance 38
wards 42

achelor of Education Degree
- One-year Program 6
- Technological Studies 26
- Woodsworth College 37
alins Award 42
ryan Memorial Prize 42
ursaries 41
usiness Education
- Accounting 11
- Data Processing 11
- Marketing 11
- Secretarial 11

anada Student Loans Plan 41
hild Assessment and Counselling 32
ommunication Test for Teaching in the English Language 7
omplementary Studies 9, 22
omputer Science 11
onditions for Final Standing
- Institute of Child Study 31
- One-year Program 38
ontinuing Education 36

iploma in Child Study 31
iploma in Technical Education 36
ramatic Arts 11

arly Childhood Education 32
conomics 12
ducational Administration 20
ducational Psychology 21
nglish 12
nglish as a Second Language 12
nvironmental Science 13

Fees 40
Financial Assistance 40
Foreign Students 7
Foundations
– One-year Program 9, 20
– Technological Studies 28
French 13

Geography 13
Geology 14
German 14
Grading Practices 38
Graduate Studies 36
Greek 14
Guidance 14
Guidance Centre 43

History 14
History of the Faculty of Education 5
History, Philosophy, and Sociology of Education 21
Home Economics 15

Industrial Arts 15
Intermediate Education 15
International Business Machines Scholarship 42
Italian 15

Junior Education 16

Language Regulations for Applicants 7
Latin 16
Library, Faculty of Education 43

Man in Society 16
Master of Arts/Science in Teaching 37
Mathematics Education 16
McCarthy Memorial Scholarship 42
Media 23
Multiculturalism in Education 24
Music 17

Officers of the University 46
Ontario Student Assistance Program (OSAP) 41
Ontario Teacher's Certificate
– One-year Program 6
– Technological Studies 26

Pakenham Fellowship in Education 42
Pakenham Memorial Prize 42
Parmenter Memorial Award 42
Part-time Study 36, 37
Phillips Memorial Loan Fund 41

Physical and Health Education 17
Political Science 18
Practice Teaching
– One-year Program 9
– Technological Studies 29
Primary Education 18

Reading 18
Results Withheld 39

School Law in Ontario 10, 29, 34
School Librarianship 18
Science Education 19
Senior Education 19
Spanish 19
Special Education 19
Speech Consultant 43
Spring Program, Technological Studies 27
Staff, Faculty of Education 44
Student Governments of the Faculty 43
Supplemental Privileges 39

Teaching Options
– One-year Program 8, 11
– Technological Studies 28
Technical Proficiency Examinations 27
Transcripts 39

University Discipline 40
University of Toronto Schools 43

Visual Arts 19

Withdrawal 39
Woodsworth College 37
Wright Scholarship in Vocal Music 42